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ABSTRACT

This report describes the second phase of a teacher learning cooperative project designed to coordinate the economic, physical, and human resources of a number of small elementary school districts in California and the Marin County Superintendent of Schools Office. Whereas the first phase dealt with the formation and implementation of the cooperative, the second phase was designed to remedy the organizational weaknesses of the original framework and further refine the established structure. The report emphasizes those processes and strategies that are central to the development and implementation of professional growth at the elementary school level and stresses evaluation and solution of problems. This first volume provides a description of the practicum, procedures for assessment and development, and some conclusions and suggestions for further applications. A bibliography is also included. (DS)

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MARIN COUNTY TEACHER LEARNING COOPERATIVE

PHASE II
Volume 1

by

Robert A. Balzan

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MARIN COUNTY TEACHER LEARNING COOPERATIVE

PHASE II

by

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Submitted in partial fulfillment of the
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ABSTRACT

AUTHOR Balzan, Robert A.

TITLE Marin County Teacher Learning Cooperative, Phase II

DESCRIPTORS Teacher Designed Inservice; Participatory Management; Teacher Consortium; Multi-District Cooperative Inservice; Coordinated Inservice Resources; Professional Growth and Development Activities

ABSTRACT A teacher inservice training framework was proposed to coordinate the economic, physical, and human resources of a number of small elementary school districts and the Marin County Superintendent of Schools Office. A steering committee composed of teachers, administrators, and curriculum specialists from nine elementary school districts and the county office reviewed contemporary teacher learning center models for inservice programs; investigated available professional growth and development resources at the local, state, and federal levels; and consulted with teacher training specialists such as Jean Sims and Kathleen Devaney of Far West Laboratory for Educational Research and Development; Muffy Paradise of the Teacher Center Brookline, Massachusetts; Corrine Levine and Harriet Bograd of The Teacher Center, Inc., New Haven, Connecticut; and Amiti Burton of the Teachers' Active Learning Center, Oakland, California. Program development included soliciting teacher representation and financial aid from adjoining districts; determining comparable perceived needs of

teachers in the area of inservice activities; establishing a systematic structure to meet those needs; and organizing courses, workshops, and other teacher inservice activities. Unique features of the practicum included direct involvement of staffs in the decision-making process; utilization of teachers as directors and developers of inservice activities; and formation of a multi-district cooperative to implement inservice training while maximizing coordination of resources.

Whereas Phase I of the practicum dealt with the formation and implementation of the Teacher Learning Cooperative, Phase II was designed to remedy the organizational weaknesses of the 1975-76 TLC framework, and to further refine the established structure.

1. INTRODUCTION

> The Teacher Center is both a place and a concept; a place where skills are improved and innovations shared; which values the integrity of each teacher's work.[1]

Phase I

The Marin County Teacher Learning Center (TLC) was founded in 1975 as a resource, support, and advisory center for those Marin County elementary teachers who were interested in stimulating and expanding their professional growth and development. Through a synthetic process that utilized various contemporary teacher learning center models, Phase I of the Marin County TLC evolved out of the distinctive needs and interests of local teachers. For the past two years it has offered a continually expanding range of services to its members.

Historically, Marin County, California traditionally has been viewed as having an affluent populace and, consequently, a well-financed public education system. However, although Marin's reputation for wealth continues unabated, the reality is that recent legislative and court-imposed revisions in California State funding formulas, along with a concurrent decline in student populations, have debilitated its once

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[1] Corrine Levin and Robert Horwitz, "The Teacher Center, Inc., (New Haven, Connecticut): A Case Study," Educational Leadership 33 (March 1976), p. 434.

well-financed personnel, programs, and facilities for public education.

Professional growth and development was among those areas that were affected most perniciously. Because of the diminishing financial resources, the majority of smaller Marin County elementary school districts no longer could willingly allocate precious monetary resources to teacher inservice activities.

To remedy this situation, a nucleus of small Marin County school districts designed, developed, and implemented a comprehensive inservice framework to combine and maximize the use of available economic, physical, and human resources. Using investigatory techniques such as group problem-solving, analysis of inservice data, and brainstorming, this original core of teachers and administrators came up with the Teacher Learning Center as a practical approach to the inservice problem in Marin County. The goal of this approach was to make sure that the activities that were developed related directly to teachers' interests and needs. Since individual districts could not afford to diversify their offerings to meet these individual needs, the core of teachers and administrators felt that the combining of services and efforts among districts might allow for greater diversification. In addition, research--as well as popular feeling--indicated that the very involvement of teachers in planning and developing their activities would give them a vested interest in helping such activities to succeed. A participatory management approach that utilized teacher

input and talents was therefore incorporated into the structure, to ensure the viability and effectiveness of the inservice framework.

The concept of a teacher center, and of the Marin County TLC in particular, was based on a number of general assumptions about the learning process and teacher training. Among these assumptions are: (1) that fundamental educational reform will come primarily through those charged with basic educational philosophy--the teachers; and (2) that durational change will most likely come when teachers have had considerable input in defining their own educational problems and needs.

Through its first trial year of existence, the Marin County TLC was able to offer a program of workshops and courses that gave teachers a great many opportunities to develop and expand their teaching techniques in working within the classroom.

Phase II

After the first year of the TLC had passed, its members were able to look back with some hindsight and see its shortcomings--poor communications system, badly timed activities, waiting lists for classes, and other problems. Therefore, Phase II was put into effect at the end of 1976. The TLC members decided to keep the basic structure; to conduct a needs assessment to determine which areas needed improving; and to refine the structure for 1976-77. In essence, Phase II was a

continuation of Phase I; but it was a much more refined and stable version. In Phase II, the TLC became firmly established: more classes were offered; more districts sent members regularly to the TLC monthly meetings; the communications system improved; more teachers took classes; and more colleges (such as Dominican, U. C. Berkeley, and Sonoma State) indicated their interest.

The following practicum report emphasizes those processes and strategies that are central to the development and implementation of professional growth at the elementary school level. The intention of this report is to facilitate the improvement of in-class teaching by identifying techniques, setting goal strategies, analyzing alternatives, offering procedures for sequential implementation, and offering diagnostic/prescriptive approaches. Should anyone desire to set up a similar teacher-participatory inservice program, it is hoped that the information contained in this report will prove both inspirational and useful.

2. DISCUSSION OF THE PROBLEM

Background

In January 1976, a number of small Marin County elementary school districts convened in San Anselmo, California to develop viable strategies by which to implement professional growth and development activities for their respective teaching staffs. The districts previously had concluded that since they separately no longer had the requisite human, financial, or physical resources necessary to offer their diversified faculties adequate inservice activities, they needed to collaborate and coordinate resources in this particular area.

Up until this decision, each district had strongly emphasized its own autonomy, diversity, and independence and had staunchly resisted efforts to unify or to fuse resources at any level.

This was particularly true in the area of professional growth and development. Each district planned, implemented, and financed its own inservice activities independently, preferring not to coordinate either with adjacent districts or the Marin County Superintendent of Schools Office.

However, by 1972 a number of unanticipated financial and demographic factors had intervened, undermining the quasi-autonomous status of small school districts. Professional growth and development

activities in each of these districts had been so severely and deleteriously constrained that there was virtually no provision for inservice programs. Such constraint was due to a variety of factors: a sudden decline in the size of student populations; the per average daily attendance (ada) limitations imposed under the Property Tax Relief Act of 1972 (Senate Bill 90), the consequential stagnation of staffs; and the curtailment of federal funds in the area of inservice programs.

Demographic data collected from 1972 through 1976 indicated that all Marin County elementary school districts were losing an average of 40 students per year (Appendix A). Unfortunately for those school districts affected, when enrollment shrank, so did the available resources, despite the district's predetermined wealth. Under S.B. 90, state support was now determined by average daily attendance. As the numbers of students decreased, financial support invariably did also, causing these once moderately affluent school districts to suddenly encounter severe financial uncertainty, and compelling them to curtail programs--including inservice and staff development programs.

An informal survey taken by the TLC of nine of the smaller Marin County school districts indicated that as of the 1975-76 school year, six had reduced their number of district-sponsored professional growth and development activities. Further informal investigations revealed that all nine school districts had substantially reduced the force of such activities because of the financial squeeze.

Because the California state seniority system for teachers mandated that the last hired were the first to be fired, most dismissed teachers were those who had recently graduated from the teacher training institutions. This trend thus cut off a potential source of new curricular ideas and methodologies. The problem was further compounded when curriculum coordinators at the district level were eliminated.

Since limited resources and staffing seemed to make it unlikely that individual districts could continue to offer and develop viable inservice programs, a practical alternative was needed. It seemed most logical for the Marin County Superintendent of Schools Office to once again coordinate professional growth and development activities. Historically this office had designed, developed, and implemented most of the countywide professional growth and development programs. By 1970, however, such coordination was cancelled by the precipitous drop in individual district and teacher attendance. A post-program analysis by Marin County Schools Office personnel offered three tentative explanations for the decline. One was that individual districts, in their quest for autonomy, were reluctant to release teachers for countywide activities; the second was that an increase in district-initiated curricular activities had lessened district dependence upon county offerings; and the third was that a reduction in curriculum coordination services by the County Schools Office had inadvertently (and unknowingly) taken place.

However, this writer, along with other knowledgeable Marin County educators, felt that the demise of county-sponsored professional growth and development activities was primarily due neither to district constraint of teachers nor to an increase in independent curricular activities, but to the fact that traditionally, a nonconsulting administrative staff had superimposed inservice activities on participating teachers, barely considering the diversification of teacher needs, interests, or input. For this reason, the intended participants felt fairly apathetic.

Research in the area of professional growth and development indicated that inservice activities must be based on the wants and concerns of those directly effected by them--the classroom teacher--if they are to have any merit or enduring effect on the educational environment.[2] Further research revealed that individual involvement in the decision-making process serves as a catalytic force for personal motivation and instructional modification.[3]

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[2] Kathleen Devaney and Lorraine Thorn, Exploring Teacher Centers (San Francisco: Far West Laboratory for Educational Research and Development, May 1975), p. 1.

[3] Robert Eberle, "Personnel Management for Change and Innovation in Education," in The Elementary School Principal in Action, ed. L. E. Bradfield (Pennsylvania: International Textbook, 1970), pp. 59-60.

> Associated with feelings of responsibility are feelings of commitment. Currently... research has hypothesized that commitment to anything may partially result from ongoing involvement... especially if one is able to claim some "ownership" for some of the principles expressed by the group... involvement has emerged as a powerful aspect for the development of commitment. Genuine involvement in school decision-making activities... therefore, might reasonably be expected to increase commitment to decisions made by the group.[4]

According to the Encyclopedia of Educational Research , the "positive results of cooperative planning were stressed and the necessity of inservice education being designed by teachers and administrators was noted in several studies."[5]

> Lewis (1963) ascertained through a sampling of 200 educators... that these individuals believed in and recommended the cooperative, democratic approach in developing a philosophy of inservice education and in organizing and administering a program. The acceptance by teachers of these findings was confirmed by Gercheim (1959) and Cory (1959) (who)... found that teachers accepted and valued inservice education programs which were planned carefully, locally, and cooperatively. Schwalenberg (1965) and Lucas (1963) concluded that the most successful orientation programs were those which derived their bases and objectives from teacher needs and were based on the knowledge of the background of teachers... Studies of a ... localized... nature... by Duncan (1964),

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[4] Rodger E. Cryer and Hollis H. Moore, "Strengths and Limitations of Shared Decision Making," Marin County Schools Office, Corte Madera, California, June 1973.

[5] Jack R. Childress, "In-Service Education of Teachers," in Encyclopedia of Educational Research, ed. R. Ebel (London: MacMillan Co., 1969), p. 646.

> Harville (1960), Hayes (1960), Johnson (1962), and Wolfs (1961)...(indicate that)...the organization of inservice programs should give...participation of the professional staff in program planning, operation, and evaluation.[6]

Further credence for teacher participation in professional growth and development comes from British educator Stephen Bailey, who claims that in order for inservice activities to be effective they must be designed "through those charged with the basic educational responsibility, to wit, the teachers...(who) will take reform seriously only when they are responsible for defining their own needs, and receiving help on their own terms and turf."[7] Until this phenomenon is seriously realized the prevalent problem of teachers not "having the right attitude about inservice will unfortunately prevail."[8]

Additional evidence substantiating the hypothesis that superimposition of inservice activities affects teachers negatively can be found in the success of the San Anselmo School District's 1974-75 inservice project, originally designed by Superintendent Frank Elliott

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[6] Ibid., p. 646.

[7] Stephen K. Bailey, "Teacher Centers: A British First," Phi Delta Kappan 53 (November 1971), p. 146.

[8] Charles M. Galloway, "This Issue," Theory Into Practice 11 (December 1972), p. 273.

as an Introductory Nova Practicum. As part of the practicum design, teachers were given ultimate responsibility for the development, implementation, and planning of inservice activities. A subsequent poll of San Anselmo teachers indicated that the majority highly favored the committee's efforts and urged its continuance. Prior district inservice attendance had indicated complete dissatisfaction with inservice activities--so much so, in fact, that such services were discontinued for three years.

Two major insights led to the conclusion that a teacher-directed consortium of Marin County school districts was specifically required to coordinate, implement, and evaluate inservice activities designed to further the growth and development of teachers. One was that individual school districts no longer had the available financial and human resources to function independently in the area of professional growth and development. The second was that in order to be successful, inservice programs had to be predicated on the expressed needs and desires of staffs.

Between January and June of 1976, interested districts joined together and developed the Marin County Teacher Learning Cooperative (TLC). The specific purpose of this organization was to discover its participants' needs and, on the basis of this assessment, to coordinate, develop, and implement relevant inservice activities such as the workshops

in early detection of learning disabilities, learning theory, self-esteem, multi-age classes, and metrics that were later offered during 1976-77.

So that the cooperative could develop to its maximum potential, TLC decision-making was based on three major premises: (1) professional growth and development activities must be predicated on the wants and concerns of those directly effected by them--the classroom teacher--in order to have an enduring effect; (2) individual involvement in the decision-making process encourages personal motivation and instructional modification; and (3) by utilizing the physical, human, and financial resources available within a number of districts, such a collective can provide quantitatively and qualitatively more effective activities than an individual district can.

By June 1976, the following advances had occurred: formal membership in the TLC had expanded from three charter districts to ten; interdistrict sharing of workshops had taken place; new courses based on teachers' interests had been developed and/or offered; and a working budget for 1976-77 had been established. Not only had the minimum goals of the committee been met, but they had been surpassed convincingly.

However, during its 1975-76 existence, the TLC had developed certain difficulties. First, because a formal, enduring structure had not been established representation on the governing board fluctuated

among participants, and there were no direct lines of communication to each participating school.

Second, because growth continued and its membership fluctuated, the ratio of participating teachers contributing needs assessment data had become increasingly smaller. Therefore, the original nuclear members were left to determine the needs of an ever-expanding population.

Third, because there was no formal organization, a few key members had to be responsible for the bulk of clerical work, course development, directional leadership, and coordination of activities.

Fourth, and most important, the TLC's original intent--to develop and implement inservice activities designed to meet the identified needs of teachers and to improve instruction in the classroom--was still of highest priority, despite the fact that only three courses had been developed and implemented, and that only a few activities had been shared among districts during the 1975-76 school year. Even this slight advance was considered important; but since the original intention of the TLC was to develop an ongoing, systematic inservice framework whose activities would continually improve classroom teaching, one year did not allow sufficient time in which to accomplish all this.

Solution Sought

The principal intention of the January 1976 San Anselmo convocation, and of the ensuing Nova group practicum, was to specify those growth and development activities that could feasibly eliminate the teacher weaknesses identified by the needs assessment. The Marin County Teacher Learning Cooperative was designed both to implement a functional inservice program and to replace inadequate training methods that had been tried previously.

Prior to the formation of the TLC, teachers in some districts could obtain professional growth and development information only by enrolling in available college courses. In general, districts did not seem to view inservice as a high-priority objective, and therefore, they spent only minimal time and money on it. Consequently, there was little systematic coordination of teacher needs with course offerings. Among the typical problems were these: some courses did not meet the specified needs of teachers; costs were high (sometimes $50 and up for a unit), and teachers didn't need more units, only the information; teachers who were interested in a one-,, two-, or three-session workshop had to enroll for a whole semester or attend at inconvenient times; and training consisted of textbook publishers coming to a district for one session and trying to sell their materials, rather than to train teachers.

The TLC remedied many of these flaws by offering teachers a participatory inservice program. However, because of the previously mentioned organizational weakness in the 1975-76 TLC framework, certain modifications and readjustments were needed. Therefore, Phase II of the practicum was designed to further refine the established structure, while retaining the primary objective of improving classroom teaching through well-directed professional growth and development activities. To ensure maximum development of the cooperative, the TLC continued to be based on participatory management and collective utilization of resources.

In light of the shortcomings of the TLC--its tenuous structure, its uniqueness in Marin County, the Hawthorne effect[9] contributing to its initial success, and its overdependence on key members--TLC sought to build a successful program, despite possible turnover of its governing members. To this end, a functional, independent framework

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[9]The Hawthorne effect refers to a socioeconomic experiment conducted in 1927 at a Western Electric plant in Hawthorne, Illinois. The results of this experiment indicated that workers can be highly motivated if their interest is engaged, and if they realize that both they and their work are important. The relevance of the Hawthorne effect to the TLC is that teachers who were involved in the planning and implementation of the inservice project would probably accept the program, evaluate it favorably, and be interested in it.

was redesigned, developed, and implemented; one that would continue to coordinate the economic, physical, and human resources of the smaller Marin County school districts and the Marin County Superintendent of Schools Office. This framework would be teacher planned and operated; incorporate the identified common needs and interests of teachers to further their professional growth and development activities; expand and diversify those activities; and maximize the use of presently limited resources.

3. DESCRIPTION OF PRACTICUM

Goals and Objectives

The primary purpose of the Marin County Teacher Learning Cooperative was to improve teacher performance within the classroom. Professional growth and development activities were designed on the basis of the identified needs and interests of teachers in the participating districts. Such programs were expected to facilitate both the acquisition of new knowledge and skills relative to needs, and the elimination of inadequate or unsatisfactory teacher performance.

To accomplish this goal, a functional, independent inservice framework was redesigned, developed, and implemented, so that it could continue to coordinate the economic, physical, and human resources of the smaller Marin County elementary school districts and the Marin County Superintendent of Schools Office.

Since contemporary research[10] points out specific characteristics that facilitate meaningful and lasting change in the area of inservice, this practicum resolved to incorporate these characteristics into the professional growth and development design. Therefore, the cooperative

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[10] See Cryer and Moore, "Strengths and Weaknesses;" Childress, "In-Service Education of Teachers;" Pilcher, "Teacher Centers;" and Galloway, "This Issue."

was to be:

1. Based on the assessed needs and interests of all participating districts.
2. Shared cooperatively by the participating elementary school staffs.
3. Planned and operated by teachers.

To maintain the TLC as a self-sustaining mechanism for improving teaching skills, the following process objectives were incorporated into the 1976-77 Phase II structure:

1. A needs assessment inventory was to be developed and administered to a minimum of three-fourths of the teachers in each participating district prior to February 1977. This needs assessment inventory was to be designed by a subcommittee consisting of at least two members and presented to the full TLC board no later than December 17, 1976. Accepted modifications were to be incorporated into the needs assessment, which was to be presented to the staff members of each school no later than January 18, 1977.
2. A minimum of three courses and/or workshops were to be developed from the needs assessment data by

April 1977. Following the tabulation of needs assessment data from all participating districts, priorities were to be established for those areas that teachers deemed of maximum concern. Interested TLC members were to volunteer to head committees to design, develop, and implement activities to meet identified needs. The responsibility of identifying and using all available local resources, as well as contacting outside resources as supplemental sources, were to be included in activity development.

3. Those activities developed as a result of the 1975-76 TLC inventory were to be implemented during the 1976-77 school year. These were to include: (1) Early Detection Workshop; (2) Learning Theory Workshop; (3) Teaching With Effectiveness in the Multiage Classroom; (4) Developing Self-Esteem; and (5) Metric Workshop. Tentative outlines for such activities had been developed and approved during the 1975-76 school year, during which time individual TLC members had accepted responsibility for implementing specific courses. These members were to be

responsible for following through on the courses during the 1976-77 school year.

4. A master calendar coordinating activities from the TLC, individual districts, and other educationally oriented organizations was to be developed and disseminated to participating districts by no later than February 1977. Such a calendar was to be updated, as necessary. A member of the Marin County Superintendent of Schools' staff was to compile and be responsible for: contacting superintendents and/or curricular personnel of Marin County school districts in order to determine available local inservice activities; calendaring all TLC-developed activities; and contacting other educationally oriented agencies that might be offering related professional growth and development activities. Such information was to be coordinated on a master calendar and disseminated to each teacher in each participating school via the Marin County Superintendent of Schools Office.

5. A formal, institutionalized constitution identifying the governing officers, their job

specifications, lengths of terms in office, and means of selection was to be established no later than May 1977. A minimum of two TLC members were to research, review, and evaluate existing teacher learning center constitutions as well as other relevant documents. From these data, a TLC constitution was to be drafted and presented to the TLC board by no later than April 1977. Pertinent modifications were to be incorporated and a final draft presented to and accepted by the TLC board. Such a constitution was to be put into effect no later than June 1977.

6. TLC representatives at each school building in each participating district were to be designated as 1976-77 inservice staff spokespersons by February 1977, to ensure dissemination of information at the local level. Because of the varying organizational structures of each participating district, the designation of local school spokespersons was to be left to the discretion of the curriculum coordinator, superintendent, and/or TLC board representative.

Districts with already established machinery (such as the curriculum council) were to continue utilizing that mechanism; those without established machinery were to have spokespersons elected or appointed by local staffs.

7. The Marin County Superintendent of Schools Office or a district other than San Anselmo was to be responsible for clerical work and dissemination of correspondence. To ensure that one district would not have to handle the preponderance of clerical work and coordination of activities, as was the case during the 1975-76 school year, it was to be suggested that the Marin County Superintendent of Schools Office utilize its available facilities and established lines of communication for clerical work, data dissemination, and monitoring services. Such an arrangement was to be agreed upon prior to December 1976.

8. A minimum of four districts were to continue as participating members in the TLC through June 1977. Participation was to include representation

at all TLC board meetings, district-wide completion of the needs assessment instruments, and representative cooperation in TLC-developed and -sponsored activities.

9. A minimum of three interdistrict inservice activities were to be offered to all participating districts for the 1976-77 school year.

The following steps were decided upon to fulfill the expressed objectives most completely:

1. Identify deficiencies in 1975-76 Marin County Teacher Learning Cooperative by October 1976.
2. Define and design strategies for 1976-77 TLC no later than December 1976.
3. Determine new representation for TLC Advisory Board by March 1977.
4. Determine TLC constitution and organization roles for TLC no later than May 1977.
5. Initiate subcommittees for evaluation and needs assessment reform by December 1976.
6. Initiate activities developed by 1975-76 TLC by November 1976.

7. Submit master calendar for 1976-77 TLC activities and interdistrict activities no later than February 1976.

8. Delineate areas of common inservice needs and interests no later than February 1977.

9. Identify available resources by March 1977.

10. Match/mis-match identified TLC needs and activities with available resources by April 1977.

11. Submit Marin County TLC activities design to individual schools of each district by May 1977.

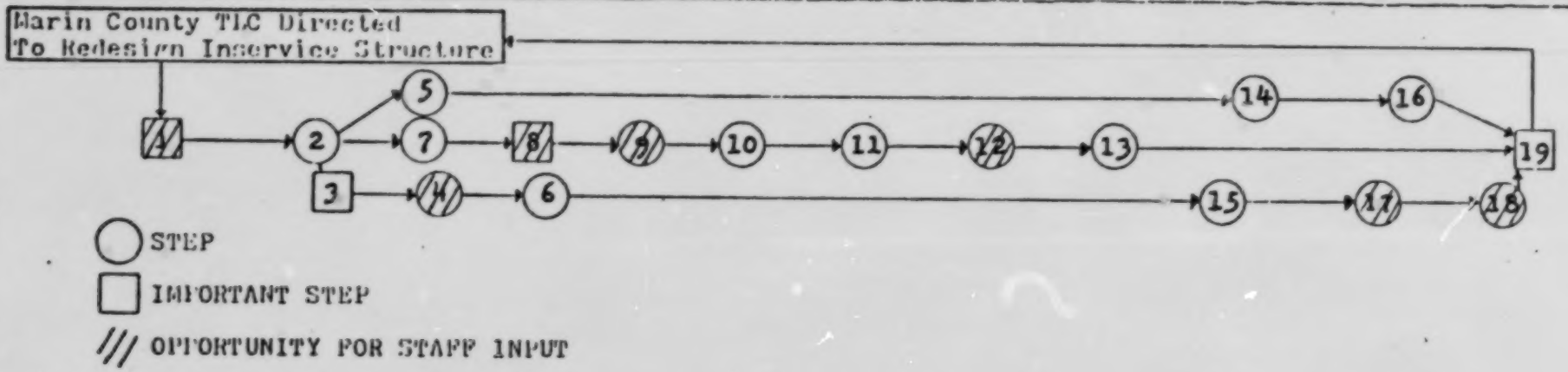
12. Select, prepare, and coordinate resources by June 1977.

13. Acquire financial and personnel commitment for the 1977-78 school year from participating districts' by July 1977.

14. Conduct intermediate and terminal evaluations by June 1977.

Figure 1

GRAPHIC DISPLAY OF MARIN COUNTY
TEACHER LEARNING COOPERATIVE TIMETABLE



1. TLC Advisory Board begins analysis of TLC structure (July 1976)
2. TLC Advisory Board initiate redesign strategy development (September 1976)
3. TLC Advisory Board begins implementation of 1975-76 activities (September 1976)
4. Activity participants begin evaluation of workshops (October 1976)
5. TLC Advisory Board designates by-laws subcommittee (November 1976)
6. TLC Advisory Board designates evaluation revision subcommittee (November 1976)
7. TLC Advisory Board redesigns and administers needs assessment instrument (Fall 1976)
8. TLC Advisory Board compiles needs assessment data; establishes 1977-78 objectives (January 1977)
9. TLC Advisory Board solicits activity coordinators (January 1977)
10. Coordinators initiate development of proposed activities (February 1977)
11. TLC Advisory Board begins review of activity progress (March 1977)
12. Activity drafts presented to individual staffs for approval, modification, or rejection (April 1977)
13. TLC Advisory Board develops master calendar for 1977-78 school year (April 1977)
14. TLC Advisory Board reviews and revises (if needed) by-laws (April 1977)
15. TLC Advisory Board reviews and revises (if needed) general evaluation instrument (April 1977)
16. TLC Advisory Board adopts by-laws (May 1977)
17. TLC Advisory Board administers TLC evaluation instrument to random sample of teachers (May 1977)
18. TLC Advisory Board tabulates workshop and general evaluation data (June 1977)
19. TLC Advisory Board incorporates data, by-laws, and proposed activities into 1977-78 objectives

4. PARTICIPANTS

Teacher Representation

To ensure teacher control of the planning, operation, and maintenance mechanisms of the Marin County Teacher Learning Cooperative, participating districts were requested to provide adequate teacher representation at the monthly TLC Advisory Board meetings. During the spring of 1977, teacher control was secured through ratification of TLC bylaws mandating that teacher participation at advisory board meetings be maintained at no less than 51 percent.

Teacher representatives performed the following functions: (1) collection and tabulation of general district inservice needs and concerns; (2) formulation, implementation, and evaluation of activities, based on identified needs and concerns; and (3) dissemination of relevant information to and from individual district faculties.

The composition of teacher representation on the 1976-77 TLC Advisory Board was relatively stable. Of the ten cooperating districts, six had continual representation of one teacher or more, three had no representation, and one had fluctuating participation. Grade-level representation was heterogeneous but balanced; teachers from the primary, intermediate, and middle-school levels participated.

Although the teacher representatives who served on the advisory board were given decision-making status co-equal to that of peers and administrative representatives, all decisions were to reflect the composite desires and directives of individual district staffs. Because of their superior staff sizes, larger districts had a potentially greater influence on the needs assessment data if they maximized their participation efforts; however, on all other decisions these larger districts had only parity with smaller districts, due to bylaw restrictions.

Administrative Representation

At the initial February 3, 1976 TLC meeting, district representatives voted to extend TLC Advisory Board membership to administrators specializing in the areas of curriculum and/or supervision, so that they might contribute their expertise in budgeting, funding applications, management communications, and local inservice offerings that the board needed. However, to limit their powers and ensure teacher control, maximum administrative representation on the advisory board was limited to 49 percent. Four administrators – two from the elementary school level and two from the Marin County Superintendent of Schools Office – made vital contributions to the teacher decision-making process. The general functions and decision-making powers of administrative representatives were identical to those of teacher representatives.

District superintendents, though not part of the TLC Advisory Board, were responsible for presenting the TLC concept to their respective boards for policy approval; providing requisite released time for teachers; and supplying the necessary physical, financial, and/or human resources for proper activity development.

College Representation

The director of teacher education at the local college, Dominican, served in both advisory and decision-making capacities. As the reputation of the TLC expanded, the California State University at Sonoma asked that one of its education staff members be allowed to serve on the TLC Advisory Board in a similar capacity. This not only enabled the TLC to receive college accreditation for a number of its activities at a minimum fee but it also increased the scope of personnel resources available to its members.

Practicum Report Author

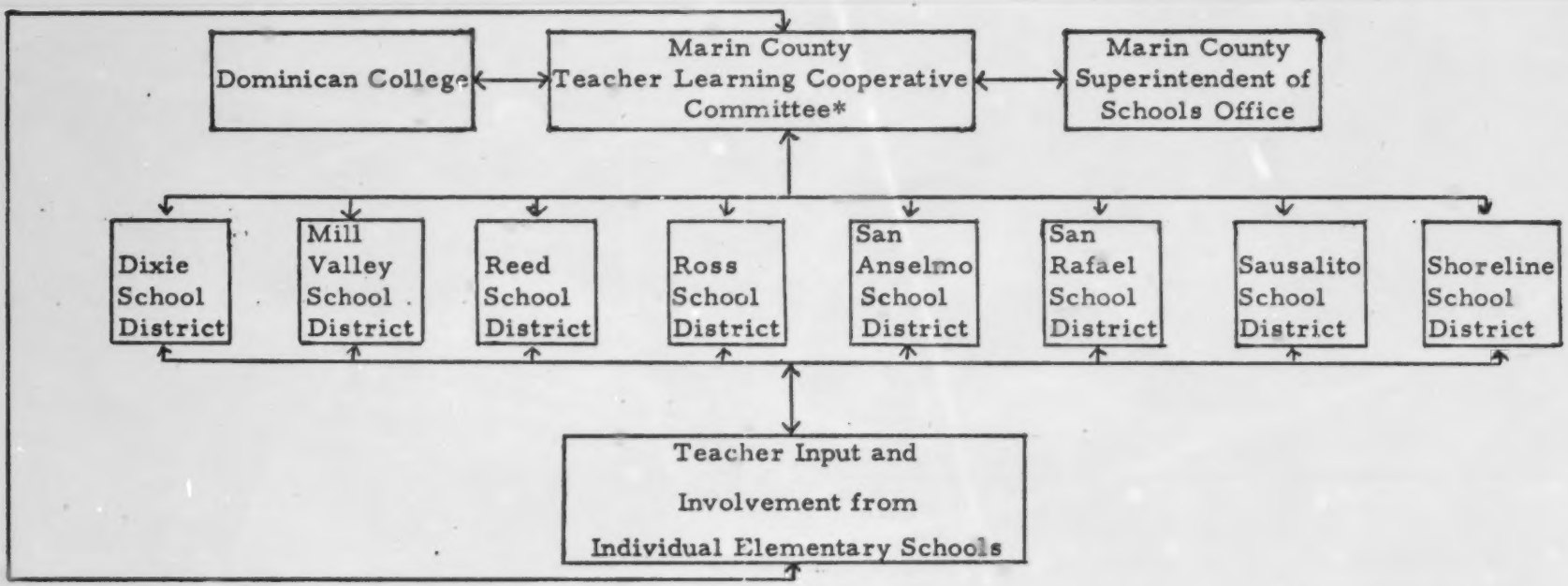
Robert Balzan, member of the San Francisco Bay Area Cluster of the National Ed. D. Program, was responsible for the comprehensive redesign and development of the Marin County Teacher Learning Cooperative. Primary responsibilities included:

1. Leadership responsibilities in the TLC.

2. Initial coordination and dissemination of inservice activities among participating school districts.
3. Coordination and dissemination of information for the San Anselmo School District.
4. Preparation and organization of the interdistrict inservice activities.
5. Participation in the subcommittees for TLC evaluation, government, and needs assessment.
6. Development, design, and writing of the practicum report.

TABLE 1

VISUALIZATION OF THE MARIN COUNTY
TEACHER LEARNING COOPERATIVE
(as of June 2, 1977)


Dominican College
Marin County Teacher Learning Cooperative Committee*
Marin County Superintendent of Schools Office
Dixie School District
Mill Valley School District
Reed School District
Ross School District
San Anselmo School District
San Rafael School District
Sausalito School District
Shoreline School District
Teacher Input and Involvement from Individual Elementary Schools

*Composed of teachers and administrative representatives from each school district. Teachers comprise a majority of the representation.

5. PRACTICUM PROCEDURES

The twelve steps involved in developing and implementing Phase II of the TLC practicum are described in this chapter. The thirteenth step, evaluation, is dealt with in chapter 6.

1. Identification of Deficiencies in the 1975-76 Marin County TLC Structure

By June 1976, Phase I of the Marin County TLC had been put into effect. In order to maintain the continuity and enthusiasm of the group, the TLC Advisory Board recommended that Phase II be implemented immediately. Therefore, the TLC Advisory Board selected a small steering committee, consisting of two administrators and two teachers, to coordinate course development, evaluate the 1975-76 structure, and analyze various directions for the ensuing year (Appendices B and C).

As mentioned in chapter 2 of this report, the TLC had identified a number of difficulties that had arisen because of its eclectic approach. An analysis of the 1975-76 program format revealed the following problems:

A. No formal, enduring structure had been established. The success of the cooperative was largely attributable to the zealousness and energy of its advisory board membership. Somehow, this enthusiasm had to be

maintained if operations were to continue successfully. However, there was no existing structure to delineate necessary roles, lengths of individual membership, or transition mechanisms. If the TLC was to continue, other members of participating districts would eventually have to assume responsibilities as advisory board decision-makers.

B. Direct lines of communication to individual staffs were continually disjointed. Although TLC district membership increased, there was no commensurate growth in advisory board membership by new districts. Therefore, the original nuclear members were given a disproportionate amount of control in determining the direction of activity for an ever expanding population. And in many cases, information was not being disseminated among a number of staff members with any sense of continuity. Hence, certain staff members were not receiving, or were receiving belatedly, informational materials regarding classes and/or workshops that might affect their teaching methods positively.

C. The preponderance of clerical work, course development, directional leadership, and coordination of activities,

was, for the most part, conducted by a few key members. Of the initial ten districts in the cooperative, four (San Anselmo, San Rafael, Ross, and Marin County) were responsible for handling an excess of activities. San Anselmo, in particular, supplied chairmanship, secretarial support, coordination and dissemination of inservice information, coordination of interdistrict activities, major direction of three of the credit courses, and clerical support.

D. The necessity for a diversified number of professional growth and development activities was paramount. Although a variety of topics had been designated as major areas of concern, the financial, time, and organizational constraints of TLC had severely restricted the number of areas addressed.

2. Definition and Designation of Strategies for the 1976-77 School Year

By September 1976, the full assemblage of the TLC Advisory Board was again in operation, representing seven of the ten participating districts. At the commencement meeting, the advisory board endorsed a three-pronged strategical process: (a) successful implementation of those professional growth and development activities that had been

designed from the 1975-76 needs assessment data; (b) confrontation with and elimination of identified 1975-76 TLC weaknesses; and (c) designation of inservice activities that were to be implemented during the 1977-78 school year.

3. Determination of New Representation for the TLC Advisory Board

Of major concern to the advisory board was the fact that increasing decision-making power was being vested in a disproportionately small group of individuals. While formal district membership in the TLC expanded from three to ten elementary school districts, the TLC Advisory Board was not expanding commensurately. Since advisory board membership entailed decision-making and communication functions, the lack of such representation could create information transference and resolution gaps for districts that weren't represented. This would then force the advisory board to base its development and implementation of activities on incomplete data and would tend to negate the TLC premise that individual involvement in the decision-making process was the catalytic force behind personal motivation and instructional modification.

To alleviate the imbalanced representation on the board, a board administrative member was designated to contact the superintendents of those districts that had failed to send members to advisory board meetings. District representation on the board promptly rose to eight members. Later it dropped down to seven where it stabilized for the remainder of the year.

To further ensure adequate communication procedures, a school representative on each staff in each participating district was designated as the school contact person (Appendix D). These individuals were to be contacted monthly by the district liaison and were responsible for disseminating TLC materials at regularly scheduled faculty or inservice meetings. They were also responsible for transmitting needs assessment data, general TLC and specific course comments, and resource information back to the liaisons so that this information could be used for future TLC activity development.

To expedite the transition of members and yet guarantee continuity in communication procedures, job descriptions for advisory board and staff representation were written into the bylaws, thereby formally delineating the specific functions of TLC members (Appendix E).

4. Resolution of the TLC Constitution and Organizational Roles

The original TLC organizational structure had intially utilized an eclectic, tractable approach to TLC activity development. Although this approach worked at first, ultimately it became obvious that it undermined long-range goals and objectives. Whatever roles had been assumed when the TLC first began seemed to go on forever.

At the TLC chairperson's insistence, the TLC Advisory Board agreed to the development and establishment of a TLC constitution for

the expressed purpose of defining roles, equalizing work allotment, and facilitating role transition.

Although the need for a constitution was discussed at the September 1976 meeting, no action was taken until the spring of 1977. Several advisory board members appeared content with the piecemeal but successful approach that had been utilized so far. However, once the board realized that most federal, state, and private funding agencies requested some type of formalized guidelines before allotting grant monies, a subcommittee of bylaw development volunteers was quickly formed.

This subcommittee contacted numerous teacher-center operations throughout the nation, researched the codes and constitutions of other organizations, and extracted information from the Teachers' Center Exchange of the Far West Laboratory for Educational Research and Development, San Francisco. Relevant information was synthesized and a set of bylaws was presented to and ratified by the TLC Advisory Board (Appendices E, F, and G). Such bylaws were to go into effect no later than September 1977.

5. Development of Evaluation Models and Techniques

The evaluation of the 1975-76 TLC was based upon: (a) the offering of a minimum number of activities developed by the TLC;

(b) interdistrict sharing of locally developed inservice activities; (c) teacher ratings of TLC sponsored activities; and (d) general verbal comments solicited by the TLC Advisory Board.

In attempting to determine how both nonparticipating and participating teachers felt about the TLC concept, its perceived weaknesses, and what it could do to attract more participants, however, the TLC used limited sampling techniques; only the number of courses attended, the ratings of individual courses, and second-hand feedback were evaluated. In addition, there was no objective evidence as to the effectiveness of the TLC structure, its general attainment of its goals, its communication efficiency, its ability to motivate teacher participation, and other needed TLC modifications. With hindsight, one can see that such evidence was available. However, because the TLC's major concern at that stage was to get its inservice program off the ground, evaluation was largely overlooked. Only during Phase II, a year after the courses had been offered, could the TLC see that its original data were insufficient--TLC was not reaching as wide a group as it hoped to, nor was it sure about how a number of teachers felt about the TLC concept or about what could be done to improve it. Also, the TLC instrument that was utilized for measuring individual activity attainment failed to indicate the extent to which specified teacher goals were being met, whether follow-up sessions were desirable, and whether specific activities should be offered again.

The effect of TLC activities on observable pupil progress within the classroom was of paramount concern to this writer. However, a number of constraints – including a dearth of available knowledge about the causes of academic progress,[11] the difficulty in controlling the numerous intervening variables affecting student achievement, and limited budget and personnel – compelled the TLC to measure TLC effectiveness on the basis of attitudes alone.

Recent research in the area of teacher-center impact on student development appears to be almost nonexistent in both Britain and the United States.[12] Contemporary studies attempting to measure the relationship between teacher centers and pupil achievement have recently been conducted by federal government evaluation agencies, the Educational Testing Service, and selected teaching centers. However, these also have been limited to the utilization of attitudinal measurement designs; and valuation of transference into the classroom, if attempted at all, appears to be of a highly subjective and short-range nature.[13]

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[11] James W. Guthrie, "Finance," Nova University, Fort Lauderdale, Florida, 1975, pp. 97-103.

[12] Tom Lickona, "What Research Says About Teachers' Centers," Paper read during The Making of a Teachers Centers Conference, Hartford, Connecticut, June 2, 1977.

[13] Tom Lickona and Peg Hash, "Research on Teachers' Centers," Educational Leadership.

Once the advisory board agreed upon relevant criteria for evaluation, two subcommittees – one for individual activity measurement, the other for overall TLC effectiveness – volunteered to be responsibile for developing needed evaluation instrumentation (Appendix H). Since TLC courses were already slated for late September and early October 1976, the first subcommittee had to both conduct and conclude its task within a three-week period. The instrument finally decided upon was a modified version of that used by Dominican College for its credit courses (Appendices J and K).

The second subcommittee proceeded to evaluate the overall effectiveness of the TLC with much slower deliberation. Numerous existing teacher centers were contacted, but few had any desirable or functional instruments relative to long-range evaluation procedures. ERIC, SMERC, and Far West Laboratory for Educational Research and Development were also consulted, but again pertinent data were minimal (Appendices F and L). Finally, the subcommittee designed its own evaluation instrument (Appendix M), which served a dual purpose; first, it was to provide meaningful data regarding the overall effect of the TLC and its identified limitations; and second, it was to function as a communication strategem to alert selected individuals to the TLC and its tentative offerings during the 1977-78 school year.

6. Redesigning of the Marin County TLC Needs Assessment Instrument

The Marin County TLC had originally developed because of the demand for professional growth and development activities. This demand had been predicated on the identified needs and interests of TLC teachers and the students they served. In order to expedite data collection for the 1975-76 school year, the TLC Advisory Board agreed to utilize a slightly modified version of the San Anselmo Inservice Needs Assessment Questionnaire (Appendix N). Although this instrument had been adequate for 1975-76, the TLC Advisory Board felt that a more comprehensive, definitive tool was needed for 1976-77.

During the early fall of 1976, a number of needs assessment models were presented to and reviewed by the TLC Advisory Board (Appendix O). The board's final selection was a modification of the San Rafael Elementary School District's Inservice Needs Assessment Questionnaire (Appendix P). The questionnaire had the advantage of categorizing areas of teacher needs by subject matter, grade levels, desired times, and pedagogical techniques to be used.

7. Initiation of Activities Developed by the 1975-76 TLC

During the early spring of 1975, the designated TLC district liaisons distributed TLC needs assessment questionnaires to all certificated staff members. The teachers were to prioritize from one

to five those items they deemed most pertinent to their individual professional growth and development; to include any additional items they perceived as relevant to their professional advancement; and to return the completed questionnaires to the district liaison for final tabulation by the TLC Advisory Board.

By March 12, 1976 a final compilation of the TLC needs assessment data had been completed (Appendix Q). The results indicated that the six items that were of highest importance to TLC respondents could feasibly be offered during the 1976-77 school year. These included: (a) early detection and remediation procedures for reading; (b) developing self-esteem in youngsters; (c) new ideas in education, particularly in the cognitive domain; (d) a visitation guide to interesting classrooms in Marin; (e) metrics; and (f) working effectively with multiaged students.

TLC presentation of these activities commenced on September 30, 1976 and continued through the remainder of the school year. Descriptions and implementation procedures for the different activities were as follows:

Early Detection Reading Workshop

After the needs assessment had revealed that early detection and remediation procedures for reading constituted the highest priority item among responding teachers, the TLC Advisory Board

representatives from the San Rafael Elementary School District volunteered to coordinate the development, implementation, and evaluation of such a workshop. These volunteers submitted progress reports on course development to the advisory board periodically during the late spring and early fall of 1976 for either modification or approval. The board had final approval as to course content, presentation dates and times, and as to the registration procedures that would apply at the October 1976 convocation (Appendix T). Advance publicity began with a brief course description in the April 26, 1976 minutes — a communication device disseminated to all participating districts and teachers. Follow-up information, including costs, registration procedures, maximum class size, and dates, was then included in the June, August, and September minutes (Appendices B, C, and H). An additional flyer containing all pertinent information was distributed by the Marin County Superintendent of Schools Office in early September (Appendix S).

The intention of the workshop was to familiarize interested teachers with diagnostic/prescriptive approaches to working with reading-handicapped children. Particular emphasis was placed on providing participants with a practical knowledge of diagnostic tools, alternative teaching strategies, and current reading materials. (For a sample of course content, see Appendix U).

Course attendance figures indicated that fifty-one teachers from eight of the ten TLC districts were present at the two-day workshop. Since released time was provided by the participating districts, no college or university credit was given. The TLC Advisory Board had agreed to this provision at the request of the districts' administration. (For an evaluation of the workshop see pages 89-90.)

Understanding the Development of Self-Esteem Workshop

Final tabulation of 1975-76 needs assessment data (Appendix Q) indicated that most TLC teachers were interested in increasing their knowledge and expertise in dealing with the concept of self-esteem within the school system. A subcommittee composed of representatives from the County Superintendent of Schools Office and the Ross and San Anselmo Elementary School Districts agreed to develop, implement, and evaluate a multi-unit course on such a topic. Progress report procedures to the TLC Advisory Board were similar to those of the Early Detection Reading Workshop subcommittee. Final agreement as to course content, location, dates, times, and registration procedures was arrived at in late spring 1976 (Appendix V). Advertising procedures also paralleled those of the reading workshop; advance publicity was disseminated via monthly TLC minutes and via flyers that were sent out a month before the course began (Appendices B, C, H, R, Y, and Z).

The purpose of the course was to introduce interested teachers to the theoretical aspects of and pedagogical techniques for developing self-esteem within a school system. Fifteen sessions were conducted, in which consultants presented materials and experiences related to self-esteem, communications, the single-parent family, parents and teachers, fantasy, and group strategies for enhancing self-esteem in teaching. (See Appendix V for a sample of course content and organization.)

The maximum attendance of thirty-six was attained immediately, and a waiting list was established. Districts represented included: Larkspur, Marin County Superintendent of Schools Office, Mill Valley, Reed, Ross, San Anselmo, and Shoreline. Participants were given the option of either attending the course for noncredit or taking it for three units at a cost of $10.00 per unit through Dominican College.

The course reflected how maximum utilization of available physical, financial, and personnel resources could enhance professional growth and development practices. A San Anselmo teacher functioned as the coordinator and general instructor. In addition, sessions were conducted by a San Anselmo psychologist, a San Anselmo counselor, and speakers from the surrounding colleges and mental health agencies. Ross Elementary School District hosted the activity; Dominican College

provided administrative support for course accreditation; and the County Schools Office furnished the paper and clerical assistance.

Total cost to the TLC was $1,050; $250 for services rendered by the coordinator-instructor of record, 14 sessions of consultation at $50 per session, and $100 for materials and supplies. (For an evaluation of the workshop see pages 92-93.)

What's Happening in Marin--A Quick Visitation Guide

Since responding teachers listed the desire to visit exciting, innovative classrooms throughout the county as another high-priority item, the TLC Advisory Board agreed that a visitation guide to numerous Marin County classrooms would be most useful. However, problems immediately appeared: issues involving criteria to be used, scheduling difficulties, psychological ramifications, and communication processes were presented and discussed at length.

A subcommittee of two agreed to develop the guidebook. To eliminate the problem areas, the subcommittee decided to circulate a monthly insert of classroom activities within the Marin County Schools "Reporter," a communication device published and distributed monthly to all Marin County teachers by the County Superintendent of Schools Office.

To ensure that teachers would visit only relevant happenings, activities were to be categorized according to specified activities. The school principal of each school concerned was to be responsible for setting up appropriate times and appointments.

The guide, however, was never completed. Neither subcommittee member was willing to take responsibility for the massive amount of coordination and public relations necessary for such an undertaking. By the fall of 1976, one of the subcommittee members had resigned from her position as district representative, and no other TLC member was willing to assume the coordinating function. Therefore, the endeavor was dropped due to lack of organizational interest.

The Learning Theory Workshop

One hundred seven of the teachers polled indicated an expressed interest in learning about new ideas and trends in education (Appendix Q). The TLC Advisory Board representatives from San Anselmo and the Marin County Superintendent of Schools Office offered to coordinate, develop, implement and evaluate such a workshop. Progress reports of workshop content were presented periodically at monthly TLC meetings during late spring and early fall. The subcommittee's initial drafts included a panel of presenters from the local area. The majority of the board rejected this idea on the grounds

that most of the interested teachers were saturated with local learning theory personnel and preferred to be taught by a charismatic, dynamic individual from outside the San Francisco Bay Area. Course content and instructional format also became controversial. One TLC segment preferred that the discussion topic and presentation format be based on joint agreement between the selected presenter and the advisory board. A second contingent felt that the choice of subject matter and mode of instruction should be the prerogative of the selected presenter. After much discussion, it was decided that the individual selected should determine his/her own specific content and activity format.

Advisory board liaisons were then instructed to approach their district staffs to find qualified individuals who were prominent in the field of learning theory. After an abortive search or two, contact was made with Joan Maxwell of the UCLA experimental elementary school. The TLC Advisory Board discussed, agreed upon, and ratified the purposes for the workshop, possible course content, proposed dates, and costs.

Typical TLC procedures for advance publicity were initiated. Minutes and flyers describing course content, registration requirements, times, and dates were distributed to all participating districts and teachers (Appendices B, C, H, and S).

The dual purposes of the course were to: (1) offer new insights into the understanding of contemporary learning theory and its application to the classroom; and (2) stimulate teachers into revitalizing and expanding their teaching procedures for the approaching year. Using lecture, discussion, and inquiry techniques, Ms. Maxwell presented a wealth of material on hemisphericity, motivation, multidimensional, cognitive learning, behavior modification, accountability, independent learning strategies, and the interrelations of cognitive and affective development. (See Appendix AA for an example of course content.)

The intensive all-day workshop was conducted on October 13 through 14, 1976 at the Ralston L. White Conference Center, an idyllic retreat perched in the upper mountains of Mill Valley. Since released time was provided by the district, no credit was offered. Final attendance totaled seventeen and included representatives from Kentfield, Marin County Superintendent of Schools Office, Mill Valley, San Anselmo, Sausalito, and Shoreline. (For an evaluation of the workshop see pages 94-95.)

It was initially hoped that partial financial support for the workshop would be obtained through Training for Expertise in Advanced Methodology (TEAM) funding, a professional growth and development service provided by the California State Department of Education (Appendix BB). However, no financial support was received from this source, and the consortium was forced to finance the workshop

itself. Costs included the speaker's stipend, transportation, food, lodging, and partial rental of the retreat area. (Later contact with the California State Department of Education officials indicated that TEAM support had been denied because the proposed activity lacked an immediate, measurable impact upon the classroom, and the state used such impact as the key criterion for TEAM funding distribution.)

Metric Math Workshop

Of the responding elementary teachers, 101 of them expressed an interest in metrics (Appendix Q). Sidney Smith, Curriculum Coordinator for the Marin County Superintendent of Schools Office and a TLC Advisory Board member, had been responsible for the design, implementation, and evaluation of the 1975-76 two-day metric workshop. He therefore volunteered to again coordinate metric activities for 1976-77. Working in conjunction with the Math Task Force of the California State Department of Education and accepting suggestions for content and presentation modification from prior metric workshop attendants, Mr. Smith was able to develop and offer a two-day metric workshop to all Marin County school districts at no cost to the consortium.

Publicity was two-fold. First, the usual TLC communication procedures of minutes and flyers were utilized (Appendix W); second, individual districts were notified directly by the County Schools Office (Appendix CC).

Of major concern to prior participants was the 1975-76 workshop's kindergarten-through-twelfth-grade scope, which had forced instructors to deal in metric generalities rather than in direct classroom application. Therefore, the 1977 Metric Workshops were offered in two segments; one for kindergarten-through-sixth-grade teachers, and the other for junior-senior high school department chairpersons.

Elementary school districts were responsible for sending one teacher from each school to an intensive workshop on either Tuesday, March 22, 1977 or Wednesday, March 23, 1977 from 8:30 a.m. to 3:30 p.m. Attending teachers were provided with released time and pre-purchased Metric Survival Kits.

The junior-senior high session was primarily concerned with the teaching of metrics in all the subject areas. Unlike the K-6 workshop, it was held after school from 3:30 to 5:30 p.m. on Tuesday, March 22, 1977 at San Rafael High School. Perhaps the lateness of the day contributed to its small attendance—only three teachers.

Teaching with Certainty in the Multiage Classroom

Final tabulation of the 1975-76 needs assessment data (Appendix Q) indicated that teachers did not consider multigrade instruction to be of highest priority. However, because the Mill Valley Cirriculum Director, David Martin, had received enough informal

interest from various teachers, the TLC Advisory Board was willing to incorporate such a course into its activity schedule.

Working in conjunction with California State University at Sonoma and the University of California at Berkeley, Dr. Martin and other Mill Valley teachers developed a one-unit course offering participants an opportunity to expand their confidence in their own teaching style while working with multiage younsters.

Because of the instructors' commitment to other colleges, the original proposal was to be offered for noncredit (Appendix DD). However, at the TLC Advisory Board's request, the commitment entanglements were worked out and the activity was offered as a six-session, one-unit workshop on Mondays, February 28 through March 28, 1977 from 3:30 to 6:30 p.m. (Appendix EE). The course, attended by fourteen teachers, consisted of lectures and discussions on such topics as: methods for the conduction of multiage class meetings; alternative conferencing techniques with parents; classroom management and grouping strategies for instruction relative to the utilization of learning centers; and organizational patterns focusing upon classroom agreements and ground rules that support both the children and the teacher. On completing the first six sessions, all fourteen participants requested that the course be continued for a second unit. After gathering feedback from the participants, however, it was decided to modify the

instructional focus. Primary emphasis was now to be placed on classroom management procedures and the various relationship patterns among students, and between teachers and students. The request was presented to and ratified by the TLC Advisory Board. Initial costs for coordination and consultation totaled $550. An additional charge of $300 for Phase II was absorbed by the consortium.

8. Submission of Master Calendar for 1976-77 TLC and Interdistrict Activities

As previously discussed, a major deficiency in the 1975-76 TLC was its defective communication network. Of primary concern was that TLC-sponsored activities and interdistrict inservice programs were coordinated ineffectively. Since sufficient advance notice of many of the activities had not been given, teachers or district members who would have been interested in attending were often already committed to other courses and/or activities. To remedy this condition, the TLC Advisory Board decided that a master calendar for 1976-77 should be developed and presented to all participating districts prior to course and activity commencement (Appendix C). A subcommittee consisting of representatives from Ross Elementary School District and the County Schools Office was formed to contact districts and prepare the schedule. However, in carrying out its task, the committee discovered an interesting pattern: the majority of the participating districts were becoming more dependent

on the TLC to provide professional growth and development, and had curtailed or ceased their own local inservice activities. Since the TLC Advisory Board recognized that most districts no longer conducted their own inservice activities, and since it felt that its activities were now being well publicized, it abandoned the concept of a master calendar during the 1976-77 school year.

However, later TLC analysis during the spring of 1977 indicated that such a decision had been a grievous mistake. Therefore, a rough draft of the 1977-78 master calendar was prepared, and is in the process of being finalized as of this writing (Appendix FF).

9. Delineation of Common Needs and Interests for the 1977-78 School Year

The predication of activity development on the identified composite needs and interests of participating teachers was of primary importance to the TLC. By December 1976, a revised needs assessment instrument was agreed upon and disseminated to all teachers in the ten participating districts (Appendix P). The instrument, in questionnaire form, requested respondents to pinpoint specific needs in the areas of art, language arts, mathematics, music, physical education, reading, science, social studies, individualized instruction, special programs, audio-visual, and home-school communication. Respondents were also asked to indicate their present grade levels of instruction; the five areas

of activity they considered of greatest personal need and/or interest for inservice development; and the activity schedulings and methods of instruction they preferred.

Of the approximately 760 certificated teachers in the ten participating districts, 349 returned fully or partially completed questionnaires. Resulting data were synthesized by a volunteer TLC subcommittee and priorities were established (Appendix GG). Final tabulation figures indicated high interest agreement on sixteen of the activities. (See Table 2 on the following page.)

In addition, evaluation data from 1976-77 TLC-sponsored courses indicated that the following activities were considered of high enough caliber and interest to be reoffered during the 1977-78 school year: (1) Reading--A Diagnostic/Prescriptive Approach to Remediation; (2) Special Programs--Developing an Understanding of Self-Esteem; and (3) Teaching with Certainty in the Multiage Classroom. (See chapter 6 for more information on evaluation.)

10. Identification of Available Resources and Match/Mismatch of Those Resources Relative to TLC Activities

Once a concensus of needs had been identified, the highest priority items were delegated to individuals or groups interested in their development (Appendix HH). TLC Advisory Board members had to either

TABLE 2

TEACHER RESPONSE TO
NEEDS ASSESSMENT INVENTORY
(Fall 1976)

Ranking	Activity	Response Tabulation			
		K-3	4-6	6-8	Total
1	Language-Listening and Auditory Perception	78	73	23	174
2	Reading--New Trends in Instruction	99	31	25	155
3	Mathematics-New Methods and Techniques (games included)	63	47	31	141
4	Individualized Instruction-Record Keeping and Evaluation Systems	68	23	19	110
5	Physical Education--Development and Movement Exploration	75	31	0	106
6	Art--Hands On Activities	67	24	12	103
7	Language--Writing Development	40	30	27	97
8	Special Programs--Behavior Modification	40	22	32	94
9	Reading--Techniques in Individualization	35	22	24	81
10	Language--Creative Dramatics	42	25	10	77
11	Language--Spelling	22	19	33	64
12	Science--Experimental Activities as a supplement to the Curriculum	46	20	7	73
13	Individualized Instruction-Cognitive and Affective Development Through Centers	34	18	14	66
14	Special Programs-Piagetian Theory	46	5	5	56

coordinate initial activities themselves or to find other individuals within their own districts who were willing and qualified to accept that function. Coordination functions included: evaluation and procurement of available human, material, and physical resources on a cost-effective basis; determination of course content; and development and dissemination of relevant communication. Periodic activity progress was presented to the TLC Advisory Board, subject to the board's acceptance, modification, or rejection.

Reoffering of 1976-77 Courses

Three courses--A Diagnostic/Prescriptive Appraoch to Reading Remediation; Developing an Understanding of Self-Esteem; and Teaching with Certainty in the Multiage Classroom--were evaluated as necessary items, either because of the quality of their content or the waiting lists that had been established for them in 1976-7. Course coordinators were contacted; needed modifications recommended in the prior course evaluations were made; and dates, times, locations, and costs were established for 1977-78 (Appendices II, JJ, and KK).

Individualized Instruction

Final tabulation of 1976-77 needs assessment data (Appendix GG) indicated that 180 respondents expressed an interest in either the use of record-keeping and evaluation procedures for

individualized instruction or the development of cognitive and affective thought processes, through the use of individualized learning centers. Jon Slezak, Curriculum Director for San Rafael City Schools, had recently attended a California state conference on individualization of instruction and was most impressed with the high caliber of talent available. He therefore consented to contact a number of San Francisco Bay Area instructors who had functioned as presenters at the conference, inviting them to share their skills and expertise with interested Marin County teachers. In addition, Mr. Slezak agreed to include examples of and instruction in record-keeping and monitoring systems for individualization--devices that were mandated by the state for primary grades receiving Early Childhood Education monies (Appendix LL).

The workshop, a comprehensive, intensive one-day institute entitled "How to Turn On Before You Turn Off," was tentatively scheduled for August 30, 1977 for preschool through eighth-grade teachers. (An informal survey taken earlier in the year had revelaed that most teachers were interested in attending at least one pre-school workshop, since by this time they were already musing over classroom structure and new ideas and open to new suggestions.)

Mr. Slezak was and still is responsible for periodic feedback to the TLC Advisory Board regarding workshop content, instructor coordination, costs, and available locations (Appendix MM).

Drama in the Classroom

Seventy-seven respondents, forty-two from the preschool- through third-grade levels and thirty-five from the fourth- through sixth-grade levels, had indicated that Creative Dramatics was of high priority among their inservice needs or interests (Appendix GG). David Martin contacted Shirlee Mannheimer, Shirley Rupp, and George Muldoon, who agreed to develop and coordinate activities that would allow participants to explore techniques for integrating drama activities into the classroom (Appendix NN). A one-unit course consisting of six sessions was organized, to be offered through the auspices of Dominican College at a local high school in the fall of 1977.

Listening and Language

Tabulation data indicated that ninety-two teachers, fifty-six at the preschool- through third-grade levels, expressed an interest in listening as a primary inservice concern (Appendix GG). David Martin, a Mill Valley representative, volunteered to coordinate a workshop on listening and audio perception activities. The TLC Advisory Board felt that the format should include various approaches and techniques for developing listening skills. Although a variety of consultants were recommended, not all were available. Finally, Carol Wilder of California State University at San Francisco consented to

coordinate a workshop for developing teaching skills in listening comprehension and empathy (Appendix OO). Course content included the development of diagnostic skills, a study of variables affecting listening comprehension, and the design and implementation of an ongoing listening improvement program for the classroom.

Social Science, Conference, and ISI Inservice

Since the development of courses and/or workshops predicated on the surveyed needs and interests of teachers had always been one of the TLC's major goals, the advisory board decided to help initiate even those professional growth and development activities that respondents had failed to indicate as highest priority but that--because of other forces, such as newly adopted state and federal legislation, or textbook procedures--might mandate further inservice or retraining. Since all activity participation was on a voluntary basis, the TLC agreed to include these activities, as well as other potentially beneficial services from outside organizations, as part of its proposed master calendar.

Such was the case in the area of the social sciences (Appendix PP). Needs assessment data indicated that only six teachers were interested in social studies textbook selection inservice, and only four were concerned with familiarizing themselves with new state framework (see Appendix GG). However, the State of California

scheduled 1977-78 as the year for social studies textbook review, selection, and adoption for elementary school districts. Past experience revealed that textbook selection in other areas resulted in a sizeable investment in products that were unused or were used to a minimal extent because systematic materials selection and installation procedures had been short-circuited.

To eliminate such an occurrence in the social studies selection process, Catherine Schengel, the TLC Advisory Board representative from Reed Elementary School District and acting president of the Marin County Social Studies Council, proposed that the TLC co-sponsor a Saturday, October 15, 1977 social sciences conference for teachers K-8. Possible content was discussed and the event was put on the master calendar for the 1977-78 school year.

In conjunction with the workshop, the TLC Advisory Board also agreed to investigate the possibility of utilizing the services of the Social Science Education Consortium (SSEC), a non-profit organization concerned with the improvement of social studies/social science education at elementary and secondary levels. Under its Identification/Selection/Installation (ISI) program, SSEC would provide for the identification of a variety of social science materials, from which final purchase selection could be made. To expedite such procedures, SSEC would assist the district in designing needs assessment activities

(Appendix PP), analyze the results of those assessments, draw implications for material selection, and match those implications with relevant available materials. Afterwards, SSEC would organize an analysis of those products that had been identified in its Phase I program for soundness of content and instructional methods, appropriateness for school and community needs, and cost effectiveness. Finally, it would assist in the installation of those materials purchased.

While SSEC would give its Phase I and II assistance to school districts without cost and would cover materials that might fulfill district needs, it would offer gratis its Phase III program--installation--only for the materials of those publishers who agreed to pay a portion of the installation costs. If a district decided to adopt materials from a non-supporting publisher, it could then either truncate the inservice process at SSEC's Phase II or contract independently with SSEC for directed installation services.

(Initial information for such services, incidently, was acquired by TLC Advisory Board Chairperson Balzan at the California Council for the Social Studies Annual Conference in San Francisco, where he was to present the TLC as an alternative process for inservice.)

As a follow-up, TLC contacted the SSEC to arrange a meeting among three TLC representatives and one ISI representative

in Berkeley. The ISI representative assured the TLC members that no hidden costs were involved and that SSEC would be willing to send consultants to Marin for SSEC's Phases I and II if average daily attendance (ada) figures for a district were 10,000 or greater. Since attendance figures in the individual districts did not represent over 4,300 for any single district, no Marin County elementary school districts qualified. However, SSEC would allow the TLC to be considered as a single entity and therefore it would be entitled to ISI services.

Tentative agreement was made to procure SSEC as a social studies consultant for 1977-78, subject to approval by the TLC Advisory Board and superintendents of individual Marin County elementary school districts.

Teaching Strategies for Creative Writing

Needs assessment results showed that 128 teachers were interested in either writing or correlative writing skills activities (Appendix GG). Three districts in the consortium--Mill Valley, Ross, and San Rafael--had some experience in working with the University of California's Berkeley/Bay Area Writing Project and were enthusiastic about its services. Chairperson Balzan, San Anselmo School District representative, volunteered to act as temporary coordinator of the activity and contacted the organization's co-director. Course content,

pedagogical procedures, budget figures, and logistics were discussed (Appendix QQ). It was suggested that Balzan contact Mary Kay Healy, Reed teacher and Bay Area Writing Project activity coordinator.

Initial discussions with Ms. Healy indicated that she was interested in working under the auspices of the TLC. She proceeded to outline various approaches that might be utilized, discussed a tentative budget, and then agreed to submit a course proposal verbally at the next TLC Advisory Board meeting.

At the March 31, 1977 meeting Ms. Healy presented two proposals to the TLC Advisory Board (Appendix RR). The first consisted of the normal Bay Area Writing Project's ten-session format. The second was a more budget-constrained, six-session format. While the board was receptive to both proposals, its members felt that the $1,800 projected outlay for the ten-session course was financially unacceptable. However, they were reticent about eliminating four worthwhile sessions.

Alternatives for fundraising were discussed. A TEAM proposal was recommended but then discarded; Mill Valley Elementary School District was already in the process of applying for TEAM apportionment for a similar activity, and the consortium did not want to create a possibly competitive situation.

A probe of adult education funds was initiated at local high school and community college districts. High school discussions proved to be largely frustrating. Tamalpais Union High School District, serving the larger proportion of TLC district members, was interested but unwilling to share the accrued revenues necessary to finance the endeavor. San Rafael High School was willing to sponsor the activity, but was required by adult education statutes to offer its services to immediate residents within its geographical boundaries. Only a small segment of the consortium fit this condition.

As of the writing of this report, an agreement for adult education funds was being worked out among San Rafael High School, Dominican College, and Marin Community College, with the remainder of the funds to come from the TLC.

The proposed format of the course consisted of a series of ten meetings, usually spaced two or more weeks apart, which would explore specific approaches to the teaching of composition (Appendix RR). Major concentration would focus on presentation, discussion, and interaction with contemporary research data on writing. A typical inservice program would present teaching strategies on the use of syntax, the process of revision, grammar and composition, coherence and logic, writing assessment, and writing programs for the various grade levels. The series would, of course, be tailored to the expressed needs and interests of the teachers involved.

Optional three quarter units of credit for participation in this series would be offered at a reduced rate of $32.00 through the University of California at Berkeley. Tentative scheduling was set for spring 1977.

Spelling

Seventy-four respondents specified an interested or concern for the teaching of spelling (See Appendix GG). Karen Patterson, the San Anselmo representative, volunteered to contact Gayl Westerman of the CHILD Center, a private organization concerned with remediation of learning disabilities. According to Ms. Patterson, Ms. Westerman had been closely involved in the research of diagnostic/prescriptive approaches to spelling instruction.

As of the writing of this report, no specific arrangements had yet been made.

Mathematics--Games and Techniques

Needs assessment data indicated that since 152 teachers were interested in either new mathematics methods and techniques or arithmetic games and puzzles, the two areas were mutually inclusive and should be combined. Joseph Denhart, Marin County Superintendent of Schools representative, consented to arrange for the initial coordination of the project. Along with Mary Barratta-Lorton and the staff of the

Center for Innovation in Education, Mr. Denhart had recently coordinated an extremely successful series of workshops for the Association of Marin County Kindergarten Teachers. On the basis of this success, he felt that the workshop could be expanded vertically to incorporate first- through eighth-grade teachers. As of this writing, tentative guidelines for workshop content were in the process of being negotiated.

Art--Hands On Activities

One hundred and three teachers, 67 from the preschool-through third-grade levels, indicated that they were interested in new ideas and techniques for classroom art instruction (Appendix GG). Jon Slezak of San Rafael volunteered to coordinate this activity. Previously, San Rafael had scheduled a series of Monday afterschool drop-in art workshops. Utilizing the talents of local artists, district teachers, and early retirees, workshops had been set up to present and display art ideas and materials that had immediate applicability to the classroom. The success of these workshops was evidenced by the large, continued attendance.

Mr. Slezak, along with Joan Peterson, an art instructor at Dominican, scheduled workshops for K-8 teachers for Mondays, October 10 through November 14, at San Rafael High School from 3:15 to 5:00 p.m. Attendance would be purely voluntary and on a drop-in basis.

During the Christmas hiatus the workshops would be evaluated and new offerings prepared and scheduled for the spring semester.

Physical Education--Skill Development and Movement Exploration

The 1976-77 needs assessment data revealed that 106 of the respondents at the primary and elementary school levels were interested in either movement exploration or developmental physical education activities. Charles Lavaroni, Director of Education at Dominican College, and Joseph Denhart agreed to co-chair an investigatory subcommittee that would contact local resources skilled in the instruction of such activities. A workshop on developing perceptual motor skills, which was of high interest to 88 teachers, was to be included. However, it would be classified in the special programs segment of the questionnaire.

The workshop was to take a multidimensional approach to the subject, orienting the participants to the various schools of thought in physical education and motor skill development, and supplementing the theories with diagnostic/prescriptive activities and materials.

Reading--New Trends

An interesting dilemma developed during the initial attempts to design a reading inservice activity. While 155 teachers,

ninety-nine from the primary grades, indicated that new trends in reading was of highest priority to their professional growth and development (Appendix GG), no individual--either on the TLC Advisory Board or at the local school level--offered to coordinate the activity. Neither the TLC minutes requesting assistance from local personnel (Appendix II), staff development discussions at the local school level, nor TLC Advisory Board investigations managed to produce any individual or group willing to function as coordinator.

In order to discover the specific types of information and activities that were of greatest interest to teachers, liaisons were instructed to elicit definitive directions to be taken and specific areas to be developed from individual staffs in the districts.

Resultant data were negligible. They indicated that teachers either were no longer intersted in reading inservice, or that they were unaware of what was available and wanted TLC to take the initiative and determine course content for the reading inservice program. The TLC Advisory Board contended that the latter was the more relevant assumption.

If that were the case, the TLC Advisory Board queried, what types of reading activities could be offered that would not be redundant to large segments of the interested population? Since no direction was forthcoming from the interested populace, it would be up

to the TLC Advisory Board to take responsibility for developing guidelines, course content, and activity structure.

At the April 28 TLC convocation, Jon Slezak, organizer of the successful 1976 Diagnostic/Prescriptive Reading Workshop, agreed to assume responsibility for development, design, and coordination of a reading inservice program that would concentrate on new trends and individualization. Utilizing a cadre of early retirees in the San Rafael Elementary School District, Mr. Slezak was given complete latitude in producing a series of comprehensive reading activities for kindergarten through eighth grade. Once a format had been developed, it would be presented to individual staffs for their approval and then offered in the spring of 1978.

Learning Centers

Sixty-six teachers indicated an interest in utilizing learning centers as a process for individualized instruction (Appendix GG). At the February 24, 1977 convocation, a number of teachers from Novato, San Rafael, and Sausalito districts were recommended as possible resources. At the March 31 meeting, Paul Russo, a TLC representative from the Ross Elementary School District, offered to coordinate initial activity development. During the following April convocation, the Sausalito TLC Advisory Board representative indicated that Joyce Pederson of the Sausalito district had volunteered to serve as co-chairperson.

Consequently, Russo and Pederson became responsible for designing, developing, and coordinating the activity for spring 1977. Periodic progress reports were to be presented to the advisory board during the fall 1977.

Behavior Modification

The final needs assessment data indicated that ninety-four respondents considered behavior modification as the highest priority for their inservice development (Appendix GG). Charles Lavaroni, a long-time adversary of behavior modification, agreed to organize and coordinate the activity. Mr. Lavaroni's new-found contention was that behavioral modification, if used correctly, could be a powerful positive force in the alteration of classroom behavior, rather than just the dehumanizing process he had once presumed it to be. During March and April 1977, he discussed possible activity organization with a number of resources. His final format, presented verbally to the TLC Advisory Board during May 1977, suggested that Ms. Doris Clopper be utilized as coordinator, lecturer, and demonstrator of contemporary methodology in behavior modification. Ms. Clopper was to be supplemented by a number of guest speakers, who would offer different theories on the subject. One optional unit of credit would be available through Dominican, and the course would be offered on Tuesdays, January 10 through February 7 from 7:00 to 10:00 p.m. at Dominican College.

Science Experiments to Supplement the Elementary Classroom Science Program

Of the over 300 teachers who replied to the 1976-77 needs assessment questionnaire, seventy-three exhibited a concern for supplementing their regular science program with various scientific experiments. Minutes advertising for a coordinator were circulated through the school districts. There were no volunteers, and therefore Chairperson Balzan agreed to contact various individuals within his district. Gail Ovis, a dynamic, middle-school science instructor, consented to conduct a one- or two-session workshop on experimentation. The TLC Board authorized her to work in those areas in which she felt most qualified, and to gear her instruction to primary and intermediate teachers. As of this writing, Ms. Ovis was developing investigatory units in the areas of heat, sound, microbiology, and elementary physics to be offered in late spring of 1978.

Piaget

Fifty-six teachers, forty-six representing preschool and primary grades, indicated an interest in Piagetian theory and its application to the classroom (Appendix GG).

Realizing that San Anselmo's Early Childhood school had been deeply involved in developing local parental and teacher workshops

on Piagetan Theory and its adaptability to the classroom, Chairman Balzan contacted Richard Judd, the principal of Wade Thomas School. Mr. Judd canvassed his faculty for possible coordinators and came up with Ms. Joanne Raddue, a primary teacher and long-time adherent of Piaget. She contacted Mr. Balzan and expressed an interest in coordinating but not in instructing a Piagetan workshop. With Balzan's consent Ms. Raddue contacted Dr. Mary Collins, former state and county consultant for educational theory, who indicated that she was interested in working with Ms. Raddue but would not be available until the summer of 1977.

For those teachers who desired summer instruction in Piagetan theory, Dr. Collins recommended that they attend the International Piagetan Conference at Stanford University, August 28-30, 1977. Optional credit would be offered for three units at $45.00 per unit. The conference information was incorporated into the May 1977 TLC minutes and placed on the 1977-78 master calendar.

11. Submission of Marin County TLC Activities Design to Individual Schools within the Consortium

Once course and/or workshop areas had been affirmed by the TLC Advisory Board and once coordination of activity development had begun, summaries of all courses and their developmental progress were disseminated to all schools in the February, March, and May

TLC minutes (Appendices HH, LL, and PP). Each district liaison was responsible for ensuring that each staff discussed the activity proposals, and that suggestions were submitted to the TLC Advisory Board for action.

To secure sufficient staff solicitation, San Anselmo liaison Karen Patterson decided to make monthly TLC presentations at three of the district's schools. Co-worker Balzan planned to attend TLC meetings at the remaining two schools.

Other districts were to handle their TLC/district coordination in accordance with guidelines established by their administration and TLC Advisory Board liaisons.

12. Acquisition of Financial and Personnel Commitment for 1977-78

Local

To ensure that TLC funding for 1977-78 was obtained from participating Marin County elementary school districts, advisory board members recommended that the TLC be placed on the Marin Association of School Administrators (MASA) calendar for February 1977. The TLC chairperson contacted Frank Elliott, San Anselmo Superintendent of Schools, who agreed to act as TLC advocate at the MASA meeting. Together he and Joseph Denhart of the County Superintendent of Schools Office presented a summary report of TLC

activities (Appendix SS) and solicited continuing financial and personnel support for 1977-78.

Both Elliott and Denhart concurred that MASA's reception of the TLC report was highly positive; a number of participating superintendents had expressed verbal support. Elliott agreed to pursue the initial solicitation by distributing follow-up letters and support contracts (Appendix TT) to each superintendent in the county. Jon Slezak, designated as the TLC treasurer, reported that as of June 2, 1977, nine of the participating ten districts had paid their allotted fees (Appendix UU).

While Mr. Elliott was requesting support from the superintendents, individual TLC members, backed by their school superintendents, were soliciting continued maintenance from their school boards (Appendix VV).

Federal

Realizing that alternative sources of funding for professional growth and development activities were available through outside agencies, the TLC Advisory Board endeavored to secure a segment of this funding by appointing a TLC subcommittee to investigate available monies. This subcommittee consisted of two representatives from San Anselmo Elementary School District, one from Mill Valley

Elementary School District, and two volunteer consultants.

Of major interest was the recently legislated Public Law 94-482 (Appendix WW). According to the law:

> There are authorized $75,000,000 for the fiscal year 1977 and for each of the fiscal years ending prior to October 1, 1979... to...make grants to local education agencies... to assist...in planning, establishing and operating teacher centers...For the purpose of this section, the term "teacher center" means any site operated by a local educational agency (or a combination of such ..gencies) which serves teachers...in which teachers, with the assistance of such consultants and experts as may be necessary may--(A) develop and produce curricula designed to meet the educational needs of the persons in the community...(B) provide training to improve the skills of teachers to enable such persons to meet better the special educational needs of persons such teachers serve, and to familiarize such teachers with developments in curriculum development and educational research...[14]

The subcommittee was able to keep abreast of current developments in PL 94-482 progress and to accordingly adjust the TLC by: (1) analyzing the provisions set forth in the law and in additional directives disseminated by the federal government and The Teachers' Exchange of Far West Laboratory; (2) attending budget-oriented Teacher

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[14]U.S., Public Law 94-482, USC 119 a, sec. 532.

Learning Center workshops; and (3) contacting various teacher centers that had previously received federal and/or private funding.

As of this writing, the formal application date for PL 94-482 has been postponed. However, once official format and guidelines become available, the TLC will make formal application for such funding.

State

Joseph Denhart, representative from the Marin County Superintendent of Schools Office, indicated that Training for Expertise in Advance Methodology (TEAM) was again available "to supplement local resources to strengthen and extend activities to improve instruction (by utilizing) qualified specialists selected to work with local districts... ." (Appendix BB.)[15]

To enhance the chances of TEAM's accepting TLC's proposal, a subcommittee of two was asked to telephone Sacramento to determine why the 1975-76 proposal was rejected and how such an occurrence might be avoided for 1977-78. Sacramento responded that the 1975-76 proposal had been primarily concerned with educational

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[15] Letter from J. William May, Assistant Superintendent of Public Instruction for Curriculum Services, California State Department of Education, Sacramento, Ca., February 18, 1977.

theory and abstract philosophy and that it therefore was not directly and immediately applicable to the classroom. Such applicability constituted the major criterion for allocating funds.

The TLC, therefore, decided that its "How to Turn On Before You Turn Off" workshop would most closely follow TEAM application criteria, since it was concerned primarily with individualized instruction techniques and monitoring systems.

William Kaufman, TLC consultant, and Dr. Carolyn Horan, project writer for the Marin County Superintendent of Schools Office, drafted an initial proposal, submitted it to the TLC Advisory Board for ratification, and then forwarded it to the State Department of Education for its approval (Appendix XX).

Private

At the January 20, 1977 convocation, William Kaufman, a Richmond School District teacher, brought to the TLC Advisory Board the informational guidelines he had obtained from Far West Laboratory. These guidelines pertained to the Teachers' Center Exchange mini-award grants (Appendix YY). The purposes of the grants were:

1. To strengthen an individual center by increasing its communications with one or more centers in the teachers' centers network.

2. To strengthen an individual center by improving its programming, self-assessment, and/or local influence.
3. To strengthen the network by focusing several centers' efforts on a joint issue or problem.
4. To extend the network by bringing newcomers who shared teachers' centers purposes and premises into communication with experienced members of the teachers' centers network.

Since all four purposes were applicable to the TLC and its continuing progress, Chairperson Balzan drafted a mini-grant proposal and submitted it to Ms. Jean Sims, Director of the Teachers' Center Exchange. The proposal (Appendix ZZ) included sample informational items relevant to the purpose, history, assessment, coordination, implementation and evaluation of TLC activities.

The proposal was accepted by Far West Laboratory, which allocated money for two individuals to become involved in the teacher networking process by attending conferences and visiting established centers in the midwest and eastern sections of the U.S. for all of the aforementioned Teachers' Center Exchange purposes. (See Appendix AAA for a detailed report of the mini-award activities.)

6. EVALUATION OF THE MARIN COUNTY TEACHER LEARNING COOPERATIVE

The goal of the TLC practicum was to redesign, develop, and implement a self-sustaining inservice mechanism that would improve pedagogical skills and eliminate identified deficiencies in the staff development process. This was to be accomplished by coordinating the economic, physical, and human resources of the smaller Marin County elementary school districts and the Marin County Superintendent of Schools Office. Therefore, evaluation of goal attainment was dependent upon the extent of teaching improvement, TLC deficiency elimination, and district collaboration.

The program was evaluated thoroughly by July 1977. Evaluation procedures included: (1) written and oral comments by a sample of participating teachers on the TLC's effect as a channel for professional growth and development; (2) successful completion of established process objectives; (3) written verification that identified 1975-76 TLC weaknesses had been curtailed and/or eliminated, and that because of this the TLC had improved as an inservice mechanism; and (4) written evaluations of all workshops and courses by participants.

Teacher Professional Growth and Development Data

As stated in the Goals and Objectives section of this practicum, the primary purpose of the TLC was to improve teacher performance

within the classroom to determine what improvement, if any, had taken place, pre-practicum data of perceived teacher needs, interests, and performance levels were fathered through the use of the Marin County TLC Needs Assessment Instrument (Appendix N) and direct teacher input to the TLC committee members. From this data, inservice activities were developed and conducted and post-practicum information gathered to determine the extent to which perceived positive change in teacher performance had taken place. Sources for such post-practicum data included the Marin County Teacher Learning Cooperative Evaluation Form (Appendix K) and informal teacher appraisement.

Following are comparative results for three of the TLC's professional growth and development activities.

Early Detection Reading Workshop

Pre-practicum data gathered from over one hundred teachers indicated a need for exposure to and instruction in early detection procedures and strategies for children with reading handicaps. Expressed teacher concerns indicated a lack of familiarization with formal and informal diagnostic techniques in reading, a deficiency in alternative teaching of reading strategies, and a dearth of current reading materials. Post-practicum data gathered from the workshop's fifty-one participants indicated that the majority of teachers felt that the workshop had been "very practical and immediately useful; very motivating."

Pertinent comments attesting to the workshop's effect on classroom performance included the following: "Ideas were shared that I can use right away--Monday. I also have ideas and information to digest and ... incorporate into my program;" "very practical and immediately useful information presented.... This workshop definitely seems of real value to be given again." "I plan to use many of the materials from this workshop in my reading classes." "...this workshop was very enlightening--especially the comprehension part, that was very valuable; it helped me to refresh my memory and to re-evaluate my program." "Materials were appropriate to my needs. Quite useful." "I was stimulated to do more things in reading." "...more knowledgeable about tests that are being used." "I plan to use SCORE using parent volunteers. This workshop was very valuable to me. I plan to do some organizational and emphasis changes in my reading program." "The new approaches and materials will be something I will enjoy...with my class.... All information presented was pertinent to the grade level." "I am leaving with some specific suggestions and ideas to use with primary students; I feel all ideas were practical and useful." "... has been a great beginning and eye opener; ...specific materials, information.... I gained a lot of perspective." "I drew some very good ideas to share immediately with my primary team members to improve our program in terms of diagnostic and prescriptive teaching as well as being exposed to some very useful materials and techniques."

In sum, post-practicum evaluation information from formal and informal data gathering techniques indicated that a plurality of the reading workshop participants were, as a result of the workshop, more aware of diagnostic-prescriptive techniques and materials, making better use of reading materials and strategies in their classrooms, sharing their newly-gained knowledge with peers, and re-evaluating and modifying their reading programs.

Understanding the Development of Self-Esteem Workshop

Pre-practicum data from the needs assessment questionnaire, faculty discussions, and individual teacher input revealed that a number of teachers were quite concerned with the amount of school-age children with poor self concepts, an unrealistic understanding of their abilities, and a negative outlook toward themselves and their futures. These teachers were also aware of their own shortcomings relative to knowledge, pedagogical techniques, and materials necessary for enhancing the self-esteem of troubled youngsters in their classes.

Post-practicum data from the thirty-six teachers participating in the workshop indicated that the majority felt a "variety of expertise was presented in order to fulfill as many objectives (teacher's) as were present." In addition, since the course was college accredited, participants were required to plan and implement classroom activities

utilizing acquired knowledge, procedures, and materials throughout the duration of the workshop.

Relevant remarks confirming the workshop's positive effect on teacher performance included the following: "The first part of this class content was outstanding... and improved my awareness of some of the counseling services available." "The diverse areas of content...enabled me to come out with different approaches." "It opened up a whole lot of new horizons to me. I tried all, some worked, some didn't; but the experience was great." "New ideas, some excellent." "On the whole, the class addressed itself to some relevant things for me.... There were a number of helpful techniques I have found useful. Also, some practical and moving insights into both kids and adults." "...a variety of ideas applicable to seventh and eighth grade." "...helps me to relate more realistically with children." "... felt some of my ideas have been clarified and sharpened." "...used losts of suggested approaches." "It served as a reminder to me to put into use techniques that I had used before but had become neglectful in 'brushing them off' and applying them to present situations." "...ideas for conferencing with divorced parents." "...pertinent to some of the situations I need to deal with in my class."

In summary, post-practicum data indicated that teachers participating in the Understanding the Development of Self-Esteem

course became more knowledgeable in the variable causes for low self-esteem; analyzed their students, their family situations, and the curriculum in relation to that knowledge; and increased the variety of teaching techniques and devices utilized for enhancing self-esteem.

Learning Theory Workshop

Prior to the TLC's Learning Theory Workshop, numerous teachers had expressed a concern about "educational atrophy," that is a stoppage of growth in their knowledge and understanding of contemporary educational theory, curricular innovation, and advanced methodological techniques. Because of the cutback in district-sponsored inservice activities and the exorbitant costs of college tuition, teachers were searching for alternative methods for self-improvement.

Post-practicum data indicated that the TLC Learning Theory Workshop contributed to that development. Applicable teacher comments were as follows: "...'independence', ideas, also other handouts and accompanying suggestions useful throughout." "I did get information to build into my teaching which...will enhance all concerned--me, the children, and individual situations; precise presentation of the clinical approach to learning theory...expanded my knowledge." "Useful and practical...it refreshed knowledge of learning theory." "Made me more aware of how to make kids more successful." "...material made it more practical." "Developed my

understanding of hemisphericity; gave me concrete methods of developing convergent, divergent thinking patterns, and how to make students more accountable for their actions." "...a very good review of good teaching and learning practices that I feel I need to keep me on the right track." "Excellent content."

In review, it appeared that the learning workshop affected teacher performance in two ways. First, it contributed to the participating teachers' understanding of new educational theory and methodology. Incorporated into the classroom were strategies directed toward the development of student independence, accountability, and learning modalities. Second, it revived and reinforced traditional theories of learning that participants had once been exposed to, but had forgotten, and were no longer using as a basis for sound curricular decision-making.

Post practicum evaluation data relative to improved teacher performance for other TLC inservice activities were gathered in similar fashion to the above. For the most part, data seemed to be positive in regard to knowledge attained and then utilized in the classroom. In a few instances, such as the Metric Workshop, information gathered indicated that little or no visible change in teacher performance could be attributed to a TLC activity and, therefore, the activity was either modified or dropped for the following year.

Process Objectives Attainment Data

In addition to the primary goal of improving teacher performance within the classroom, a number of process objectives were incorporated into the practicum in order to ensure the sustenance of the TLC as a mechanism for improving teacher performance. Evaluation as to the attainment of these objectives are as follows:

1. A needs assessment inventory was to be developed and administered to a minimum of three-fourths of the teachers in each participating district prior to February 1977. This needs assessment inventory was to be designed by a subcommittee.

   During September and October 1976, numerous needs assessment models were reviewed by a TLC subcommittee. In November 1976, alternative instruments were presented to the TLC Advisory Board. A decision was then made as to the instrument (Appendix P) and dissemination process (Appendix R) to be utilized. During December 1976 the instrument was disseminated to the all TLC schools. By January 1977, over 300 (54 percent) of the participating teachers had returned their needs assessment information to the TLC Advisory Board. (For further information see pages 40, 53, and 54.)

2. A minimum of three courses and/or workshops for the 1977-78 school year were to be developed from the needs assessment data by April 1977. Interested TLC members were to volunteer for committee chairperson positions and help design, develop, and implement inservice activities relevant to identified needs. The responsibility of identifying and using all available local resources, as well as contacting outside supplemental sources, was to be included in the activity development.

In February 1977 the TLC Advisory Committee received and reviewed the results of the 1976-77 needs assessment questionnaires (Appendix GG). Of the possible seventy-six items of interest, sixteen were deemed as being in most demand. By April 1977, TLC personnel had volunteered to take responsibility for the organization, design, development, and implementation of activities for each of the interest areas (Appendix LL). By June 1977 eighteen inservice activities had been scheduled for implementation in 1977-78 (Appendix PP). These included three activities from the 1976-77 list of offerings. Samples of organizational procedures and course content for selected activities can be found in Appendices U, V, DD, II, KK, NN, OO, QQ, and RR in Volume II. (For further information, see pages 53-72.)

3. A minimum of three activities developed as a result of the 1975-76 TLC inventory were to be implemented during the 1976-77 school year. These were to include three or more of the following: (1) Early Detection Workshop, (2) Learning Theory Workshop, (3) Teaching With Certainty in the Multiage Classroom, (4) Developing Self-Esteem, and (5) Metric Workshop.

The 1975-76 TLC needs assessment data indicated a general teacher concern relative to the following areas: early detection and remediation procedures for reading, developing self-esteem in youngsters, new ideas in education, metrics, and working effectively with multiaged students.

During the spring, summer, and early fall of 1976 volunteer subcommittees designed and developed activities for each of the above-mentioned curricular areas. By June 1977, five activities had been conducted and evaluated. TLC presentation of these activities commenced on September 30, 1976 with a two-day Early Detection Workshop. This was followed by a two-day Learning Theory Workshop in October, 1976 and a two-day Metric Workshop in March 1977. In addition, classes for Understanding Self-Esteem were offered September 1976

through January 1977 and for Teaching With Certainty in the Multiage Classroom from February through March 1977.

4. A master calendar coordinating activities from the TLC, individual districts, and other educationally-oriented organizations was to be developed and disseminated to participating districts by no later than February 1979. A master calendar for 1977-78 inservice activities was developed (Appendix FF) and ready for distribution by June 1977. In the fall of 1976, a subcommittee began compiling data relative to TLC and local district inservice offerings. Because the TLC was now conducting the bulk of inservice activities and advertising these events by monthly flyers, the subcommittee recommended that such an objective be dropped. However, later data analysis indicated that such a deletion had indeed been an oversight and a master calendar was developed for 1977-78. (For further information, see pages 52 and 53.)

5. A formal, institutionalized constitution identifying the governing officers, their job specifications, lengths of terms in office, and means of selection was to be established no later than May 1977. A minimum of two TLC members were to research, review, and evaluate

existing center constitutions as well as other documents. Such a constitution was to be put into effect no later than June 1977.

In September 1976 the need for a formalized TLC structure and bylaws was discussed at length. At that time the majority of TLC Advisory Board members was more concerned about other TLC matters and allowed the development of a formalized structure to languish. However, once the board realized the necessity of such a structure for outside funding, a subcommittee of bylaw development volunteers was quickly formed, research undertaken, and a constitution presented to and ratified by the TLC Advisory Board by June 2, 1977. (For further information, see pages 35 and 36.)

6. TLC representatives at each school building in each participating district were to be designated as 1976-77 inservice staff spokespersons by February 1977, to ensure dissemination of information at the local level. By January 20, 1977 each of the nine participating school districts and the Marin County Superintendent of Schools Office had selected a TLC district representative (Appendix W). It was the responsibility of each district representative to ensure that each school in his/her

district have a contact person to: (1) disseminate pertinent information to all staff members, (2) collect and forward school feedback to the district contact person, and (3) put TLC items on the faculty agenda when necessary. By February 24, a contact person had been selected for each of the forty-two schools in the consortium (Appendix D).

7. The Marin County Superintendent of Schools Office or a district other than San Anselmo was to be responsible for clerical work and dissemination of correspondence. To ensure that one district would not have to handle the preponderance of clerical work and coordination of activities, it was suggested that the Marin County Superintendent of Schools Office utilize its available facilities and established lines of communication for clerical work, data dissemination, and monitoring services. Such an arrangement was to be agreed upon prior to December 1976.

During the summer of 1976 the TLC's steering committee discussed the need of clerical and informational coordination by a centalized entity. Since the Marin County Superintendent of Schools Office seemed best prepared to coordinate, prepare, disseminate, and

monitor the TLC communication network, the County's Curriculum Director was asked to supervise such an undertaking. By September 1976, the preponderance of the TLC's clerical and dissemination activities was being handled by the Curriculum Department. By June 1977, the TLC organization had been incorporated into the County Curriculum Department as an independent decision-making entity.

8. A minimum of four districts was to continue as participating members in the TLC through June 1977. Participation was to include representation at all TLC board meetings, district-wide completion of the needs assessment instruments, and representative participation in TLC-developed and -sponsored activities.

As of June 1977, eight of Marin County's school districts and the Marin County Superintendent of Schools' Early Childhood Education Program were listed as contributory members of the TLC. In addition, all nine had agreed to continuing economic, physical, and human resource support for the 1977-78 school year.

Of the nine districts, eight had permanent representation on the TLC Advisory Board, seven had one or more individuals coordinating and/or developing inservice

activities, nine had contributed needs assessment data, and nine had members in attendance at one or more TLC inservice activities.

9. A minimum of three interdistrict inservice activities was to be offered to all participating districts for the 1976-77 school year.

In the fall of 1976 a TLC subcommittee contacted Marin County school districts to determine local inservice offerings for 1976-77. In carrying out the task, the subcommittee discovered that most districts had eliminated local inservice activities because of qualitatively and quantitatively superior inservice offerings provided by the TLC. Since most districts were no longer conducting local inservice activities, this objective was dropped during 1976-77.

TLC Structure Evaluation Data

In order to improve teacher performance and eliminate identified teacher weaknesses, the Marin County Teacher Learning Cooperative was devised as a replacement mechanism for previously inadequate training procedures. However, certain weaknesses relevant to communication, participation, and structure (see pages 31-33) were discovered in the 1975-76 TLC framework. As a result, one of the

TLC's primary concerns for 1977-78 was the eradication of identified shortcomings endemic to the TLC structure.

In order to eliminate those deficiences and ensure the sustenance of the TLC as a mechanism for improving teacher performance, the following fourteen steps were decided upon. Since many of the steps are inextricably related to attainment of the process objectives, some overlap is evident. The steps and their evaluation are as follows:

1. Identify deficiencies in the 1975-76 Marin County Teacher Learning Cooperative by October 1976.

   In the summer of 1976 a TLC steering committee evaluated the 1975-76 TLC structure. An analysis of the 1975-76 format revealed the following problems: (1) no formal, enduring structure had been established; (2) direct lines of communication to individual staffs were continually disjointed; (3) the preponderance of clerical work, course development, directional leadership, and coordination of activities was conducted by a few key members; and (4) the necessity for a diversified number of professional growth and development activities was paramount.

2. Define and design strategies for 1976-77 TLC no later than December 1976.

In September of 1976 the TLC Advisory Board endorsed a three-pronged strategical process: (1) successful implementation of those professional growth and development activities that had been designed from the 1975-76 needs assessment data; (2) confrontation with and elimination of identified 1975-76 TLC weaknesses; and (3) designation of inservice activities that were to be implemented during the 1976-77 school year.

3. Determine new representation for TLC Advisory Board by March 1977.

In the fall of 1976, a TLC Advisory Board administrative member was designated to contact the superintendents of those participating districts that had failed to send members to advisory board meetings. As a direct result of this contact, district representation on the board promptly rose to eight. Later it dropped to seven, where it stabilized for the remainder of the 1976-77 school year.

4. Determine the TLC constitution and organization roles for the TLC no later than May 1977.

In June 1977, a set of bylaws was presented to and

ratified by the TLC Advisory Board. Such bylaws were to be effective on September 1, 1977. The expressed intent of the document was the definition of TLC Advisory Board roles, equalization of TLC work allotment, and facilitation of TLC role transition.

5. Initiate subcommittees for evaluation and needs assessment reform by December 1976.

In September 1976, subcommittees were assigned to develop new needs assessment and evaluation models.

6. Initiate activities developed by the 1975-76 TLC by November 1976.

In September 1976, two TLC activities--the Early Detection Workshop and the initiation of the Understanding Self-Esteem Workshop--took place. In October 1976, the Learning Theory Workshop was held. In order to avoid excessive conflicts of interest, the remaining two activities were scheduled for and offered in the spring 1977.

7. Submit master calendar for 1976-77 TLC activities and interdistrict activities no later than February 1976.

During the fall of 1976, the TLC subcommittee responsible for coordinating and developing the 1976-77 master calendar recommended that this objective be eliminated

The TLC Advisory Board accepted the recommendation for 1976-77, but reinstated it for 1977-78. As of June 1977 a rough draft of the 1977-78 master calendar had been prepared and readied for publication.

8. Delineate areas of common needs and interests no later than February 1977.

In December 1976 a needs assessment was sent to all teachers in participating TLC districts. During January 1977 returns were tabulated and priorites established for subject areas and grade levels.

9. Identify available resources by March 1977.

Once a concensus of needs had been identified in January, 1977, the highest priority items were delegated to individuals or groups interested in their development. Selected delegates then began the process of identifying and coordinating appropriate personnel, materials, and facilities. By March 1977 all subcommittees had initiated resource identification searches.

10. Match/mis-match identified TLC needs and activities with available resources by April 1977.

By June 1977, eighteen inservice activities had been designed and scheduled for implementation for 1977-78. These included the offering again of three 1976-77 activities.

11. Submit Marin County TLC activities design to individual schools of each district by May 1977.

Once courses and/or workshop areas had been affirmed, summaries of all courses and their development progress were disseminated to all schools in February, March, and May 1977.

12. Select, prepare, and coordinate resources by June 1977.

As of June 1977, eighteen inservice activities had been scheduled for implementation during the 1977-78 school year.

13. Acquire financial and personnel commitment for the 1977-78 school year from participating districts by July 1977.

As of June 2, 1977, nine of the participating ten districts had submitted their prescribed fees to the TLC treasury. In addition, nine had agreed to continue to offer necessary personnel for sustaining the TLC activities.

14. Conduct intermediate and terminal evaluations by June 1977.

By June 1977 the following evaluation information had been provided: (1) written and oral comments relative to the TLC as a successful provender of inservice activities; (2) written evaluations as to the quality and

usefulness of individual workshops and courses; (3) verification that certain TLC weaknesses had been eliminated or curtailed; and (4) confirmation that at least four districts would continue in the consortium for 1977-78. Further, post-practicum data relative to the effect of TLC activities on improved teacher performance was gathered and measured against similar pre-practicum data.

Additional information was also obtained through the Marin County Teacher Learning Cooperative Evaluation Questinnaire (Appendix MM) administered in May 1977. The questionnaire was set up to: (1) determine what groups of teachers were aware of the TLC, receiving adequate information about its functions and offerings, and participating in its activities; (2) identify reasons for nonattendance; and (3) ascertain the teachers' general attitudes toward the TLC and its proposed 1977-78 activities.

It was decided that, since it was the original impetus behind the formation of the consortium, the San Anselmo Elementary School District be utilized as the major recipient of the evaluation questionnaire. Therefore, its entire certificated staff received evaluation instruments. Furthermore, as a result of simple sampling techniques, it was decided that evaluation questinnaires be given to all Sausalito Elementary School

District teachers and to a representative sample of Mill Valley Elementary School District staff members. Evaluation forms were also sent to the Dixie, Reed, Ross, and San Rafael districts because these districts, along with Mill Valley, San Anselmo, and Sausalito were most active in the TLC cooperative. However, since only San Anselmo and Sausalito returned enough useful data, these two districts were used as the major source of data for evaluation purposes. Results of the questionnaire are as follows:

San Anselmo Elementary School District

A total of sixty-four certificated staff members out of a total population of seventy responded partially or in full to the TLC evaluation questionnaire. Resultant data were divided into three categories--preschool through third grade, fourth through sixth grade, and sixth through eighth grade--in order to determine the effect of the TLC at varying grade levels. (The sixth grade appears in two different classifications, as school site organization varied.) Table 3 on the following page indicates responses from the three categories of teachers.

An analysis of the composite responses for 86 percent of the San Anselmo School District's certificated staff reveals the following salient points:

TABLE 3
COMPOSITE EVALUATION OF THE TLC
San Anselmo School District Teachers

CRITERIA	PreS-3* YES	PreS-3* NO	4-6** YES	4-6** NO	6-8*** YES	6-8*** NO
1. Respondent had prior knowledge of TLC	88%	12%	100%	0%	59%	41%
2. Respondent's staff received information on a regular basis	62%	38%	87%	13%	54%	25%+
3. Respondent had participated in at least one TLC activity	50%	42%+	33%	67%	50%	38%+
4. Respondent had participated in an inservice activity that was not TLC-sponsored	54%	46%	47%	53%	38%	38%+
5. Re pondent supports concept of teacher-initiated and -directed inservice	85%	0%+	100%	0%	100%	0%
6. Methods for increasing attendance:						
a. Improving TLC communication process	91%		60%		38%	
b. Broadening variety of courses	58%		33%		50%	
c. Localizing site of school presentation	46%		67%		38%	
d. Establishing a permanent TLC facility	53%		53%		25%	
7. Respondent plans to attend at least one 1977-78 workshop	69%	19%+	67%	20%+	38%	38%+
8. Reason for nonattendance responses						
a. Proposed courses do not meet respondent's needs or interests	100%		20%		25%+	
b. Respondent not interested in inservice	60%		30%		13%	
c. Respondent currently enrolled in another program and doesn't have time	20%		10%		4%	
d. Respondent desires further in information	0%		0%		8%	
9. Respondents felt that proposed 1977-78 courses met their general interest and needs	73%	12%+	93%	+	38%	38%+

* N=26 +Remainder had no response
** N=15
*** N=24

Question 1: Prior to this questionnaire, did you know what the Teacher Learning Cooperative was?

Over 75 percent of the respondents were aware of the Marin County Teacher Learning Cooperative prior to receiving the TLC evaluation questionnaire. Knowledge of the TLC was greatest at the intermediate grade levels and lowest at the middle school levels.

Question 2: Does your staff regularly receive information regarding TLC workshops and activities?

Over 60 percent of the respondents indicated that their staffs were receiving TLC information on a regular basis. General comments revealed that such a development was only a recent phenomenon, thereby corroborating the 1975-76 needs assessment data that indicated the impotence of earlier communication systems.

Question 3: Have you ever participated in a TLC activity?

Over 40 percent of the respondents disclosed that they had voluntarily participated in at least one TLC activity. Communication with other established teacher centers indicated that such a figure was relatively high for professional growth and development attendance.

Question 4: In the past year, have you participated in inservice activities other than those offered by the TLC?

Less than 50 percent of the respondents indicated that they had attended one or more non-TLC inservice activities during the 1976-77 school year. This figure was quite similar to that for those attending TLC-sponsored activities. Such findings revealed that a high percentage of respondents, particularly at the intermediate grade levels, were not participating in any organized professional growth and development activity.

Question 5: Do you support the concept of a teacher-initiated and -directed professional growth and development committee?

Composite data indicated that over 90 percent of the respondents supported the concept of a teacher-initiated and -directed professional growth and development consortium.

Question 6: In your opinion, what could the TLC do to encourage your participation in TLC activities?

It was felt that increased attendance of TLC courses and/or workshops could be expedited by: further improving the communication process, particularly at the primary- and intermediate-grade levels;

broadening the range of courses, specifically at the primary- and middle-school levels; providing activities in closer proximity to the participant's school or district, particularly for primary and intermediate teachers; and establishing a permanent TLC, which primary and teachers could utilize for a variety of inservice activities.

Question 7: Do you plan to participate in any of the TLC courses and/or workshops that are on the list of offerings for 1977-78?

Data revealed that over 55 percent of the respondents indicated an interest in attending at least one proposed 1977-78 TLC-sponsored activity, an increase of at least 15 percent. One disconcerting piece of information indicated that while 50 percent of the middle-school respondents had attended 1976-77 TLC-sponsored activities, only 38 percent of that grade level intended to utilize proposed 1977-78 TLC-sponsored activities--a 12 percent drop in attendance. Conversely, primary and intermediate attendance is projected to rise by 15 and 34 percent, respectively.

Question 8: Do you feel that the courses offered by the TLC meet your general needs and interests?

Over 60 percent of the respondents indicated that proposed

TLC activities for 1977-78 met their general needs and interests. However, middle-school data indicated that only 38 percent of the teachers polled felt that TLC activities for 1977-78 met their general interests and needs.

Sausalito Elementary School District

Twenty-one teachers--63 percent of Sausalito's certificated teaching staff--responded partially or in full to the TLC evaluation questionnaire. Resultant data were gain divided into grade-level categories--preschool through third, fourth through sixth, and sixth through eighth--in order to determine TLC effectiveness at varying grade levels. Table 4 on page 106 indicates responses to the questionnaire.

An analysis of the composite data for 64 percent of the Sausalito Elementary School District's certificated teaching staff revealed the following:

Question 1: Prior to this questionnaire, did you know what the Teacher Learning Cooperative was? Approximately 90 percent of the respondents were aware of the Marin County Teacher Learning Cooperative prior to receiving the TLC evaluation questionnaire. Though exceedingly high at all levels, knowledge of the

TABLE 4
COMPOSITE EVALUATION OF THE TLC
Sausalito School District Teachers

CRITERIA	PreS-3* YES	PreS-3* NO	4-6** YES	4-6** NO	6-8*** YES	6-8*** NO
1. Respondent had prior knowledge of TLC	100%	0%	100%	0%	71%	29%
2. Respondent's staff received information on a regular basis	100%	0%	100%	0%	71%	0%+
3. Respondent had participated in at least one TLC activity	40%	60%	25%	50%+	0%	100%
4. Respondent had participated in an inservice activity that was not TLC-sponsored	90%	10%	75%	25%	87%	13%
5. Respondent supports concept of teacher-initiated and -directed inservice	100%	0%	100%	0%	87%	7%+
6. Methods for increasing attendance:						
a. Improving TLC communication process	30%		50%		43%	
b. Broadening variety of courses	50%		25%		71%	
c. Localizing site of school presentation	30%		50%		43%	
d. Establishing a permanent TLC facility	30%		50%		43%	
7. Respondent plans to attend at least one 1977-78 workshop	100%	0%	50%	25%+	71%	29%
8. Reason for nonattendance responses						
a. Proposed courses do not meet respondent's needs or interests	N/A		N/A		20%	
b. Respondent not interested in inservice	N/A		N/A		40%	
c. Respondent currently enrolled in another program and doesn't have time	N/A		100%		20%	
d. Respondent desires further in information	N/A		25%		20%	
9. Respondents felt that proposed 1977-78 courses met their general interest and needs	100%		100%		71%	13%+

* N=10
** N= 4
*** N= 7

\+ Remainder had no response
NA - Not Answered

TLC was greatest at the primary- and intermediate-grade levels.

Question 2: Does your staff regularly receive information regarding TLC workshops and activities?
Nearly 90 percent of the respondents indicated that their staffs were receiving TLC information items on a regular basis. Specific comments showed that regular communication had improved tremendously between fall and spring, indicating that early communication procedure adjustments had been effective in Sausalito.

Questions 3 + 4: Have you ever participated in a TLC activity? Do you presently plan to participate in any of the listed 1977-78 courses and/or workshops?
Less than 25 percent of the respondents had taken advantage of TLC activities for professional growth and development during 1976-77, whereas over 70 percent of them indicated a desire to participate in at least one 1977-78 TLC activity--a projected participation increase of at least 45 percent. Proposed growth was particularly strong at the primary- and middle-school levels.

Question 5: Do you support the concept of a teacher-initiated and -directed professional growth and development committee?

Composite data indicated that over 95 percent of the respondents supported the concept of a teacher-initiated and -directed professional growth and development consortium. Furthermore, over 90 percent felt that the TLC activities proposed for 1977-78 met their general needs and interests.

Question 6: In your opinion, what could the TLC do to encourage your participation in TLC activities?

It was felt that attendance at TLC courses and/or workshops would be greater if: communication procedures, particularly at the intermediate- and middle-school levels, were improved; the variety of courses, specifically at the primary and middle schools, were extended; individual activities were offered at locations closer to individual school or district sites; and a permanent TLC center was established.

Written Evaluation of Individual Workshops and Courses

It was the feeling of the TLC Advisory Board and its constituency that professional growth and development activities designed on the

basis of identified needs and interests of teachers could lead to improved teacher performance within the classroom. Such programs were to facilitate both the acquisition of new knowledge and skills relative to needs and contribute to the elimination of inadequate or unsatisfactory teacher performance.

To determine participating teacher perceptions of the success and merit of individual inservice offerings, the Marin County Teacher Learning Cooperative Evaluation Sheet (Appendix K) was designed and administered after most TLC inservice activities.

A total of five courses and workshops, "Early Detection Reading Workshop," "Understanding the Development of Self-Esteem," "The Learning Theory Workshop," "Metric Math Workshops," and "Teaching With Certainty in the Multiage Classroom," were directly developed and sponsored by the Marin County Teacher Learning Cooperative in conjunction with Dominican College. Participants were asked to evaluate the courses according to seven criteria: (1) workshop content; (2) workshop organization; (3) instructor competency; (4) specificity for workshop improvement; (5) the extent to which individual teacher needs were satisfied; (6) the value of reoffering the workshop; and (7) the value of an ongoing follow-up.

Early Detection Reading Workshop

The workshop was intended to familiarize interested teachers with diagnostic/prescriptive approaches for working with children who were handicapped in the area of reading. Particular emphasis was placed on providing practical knowledge of diagnostic tools, alternative teaching strategies, and current reading materials.

Course attendance included the following teacher representation: Dixie--ten; Kentfield--two; Marin County Schools Office--one; Mill Valley--two; San Anselmo--five; San Rafael--twenty-five; Sausalito--one; and Shoreline--five.

Table 5 on page 110 shows the participants' composite evaluation of this workshop. In addition to this evaluation, the TLC, through the courtesy of the Marin County Superintendent of Schools Office, was able to procure the services of outside Consultant Ms. Mary Allaire to specifically evalute the "Early Detection Reading Workshop" (Appendix BBB). A summarization of Ms. Allaire's comments follows:

> Positive Feedback: This workshop provided the participants with a practical knowledge of diagnostic tools, alternative teaching strategies and curriculum materials for reading. The balance between the differing points of view of the consultants was stimulating and left many people with a positive feeling of open-ended inquiry.
>
> Considering the breadth of the topic, it was felt that the time was well organized, allowing for audience input and a generally relaxed atmosphere. Dividing the group into two sections which rotated instructors and times was seen as effective.

TABLE 5

Participants' Composite Evaluation of Individual Progress

Early Detection Workshop

CRITERIA	RESPONSES*				
	Outstanding	Very Good	Good	Adequate	Poor
1. Workshop Content	55%	25%	10%	10%	0%
2. Workshop Organization	35%	47.5%	12.5%	5%	0%
3. Instructor Competency	62.5%	15%	22.5%	0%	0%

	Completely	Partially	Not At All**
4. Extent of Individual Goal Attainment	50%	37.5%	0%

	Yes	No	No Response
5. Would Recommend to Others	62.5%	0%	58.5%
6. Would Desire Follow-up	57.5%	7.5%	35%

7. Suggested modifications: Division of workshops into specific subject areas--testing, comprehension, study skills; more diagnostic techniques; informal reading inventories. Making course available to more teachers

* (N-40)

** Remainder had no response

The instructors were well-prepared experts who developed rapport, led motivating discussion and interjected humor into their topics. Lenore Sleisenger received superior evaluations. She was extremely well organized, based her information on her own wealth of experiences and placed adequate emphasis on each aspect of reading: assessment, techniques, and materials. Mary Crosby and Sue Greenberger were able to relate specific, practical information about diagnosis and remediation but were criticized for placing too much weight on materials as being the answer to reading problems.

Suggestions: In general, the participants felt that they could have gained even more information if they had been grouped according to grade level clusters (K-2, Jr. High, etc.) and types of special teachers (Reading, EH, Self-Contained, etc.). A pre-workshop questionnaire, circulated to those able to attend, could have given the consultants this input. In publicizing the workshop, an overview outline including objectives was suggested to enable individuals to determine if the workshop would enhance their levels of competency. A notice regarding materials to bring to the workshop would have been helpful. Handouts listing materials displayed and bibliographies were requested. Publicity for the workshop might have been more effective. Five out of forty teachers received a workshop description in their school mailboxes and five teachers were contacted by their school representatives. Approximately half of the teachers were selected directly by their principals. The remaining participants were chosen by district level personnel. If the intent of the channels of publicity was to limit the size of the workshop, then it was successful. If the intent was to gather as many interested teachers as possible, then perhaps greater emphasis might be placed on direct publicity through teachers' mailboxes and teacher representatives.

There was great demand for follow-up of the reading workshop. Suggested times were weekends, the first week of summer vacation, three hours once each month, and mid-year. One practical idea was to coordinate a reading materials workshop with the instructional materials display at the Civic Center in

September. Release time was appreciated by many teachers. Because release time was not practical for all districts involved, and because many participants felt overloaded with information given in such short time, perhaps one solution would be to have the follow-up workshops spread out to two hours a week after school for one month. Example: October 4-6 p.m. each Tuesday.

Understanding the Development of Self-Esteem Workshop

The intention of the fifteen-session course on self-esteem was to explore topics, analyze procedures, and develop materials related to self-esteem, communication, the single-parent family, parent and teacher relationships, fantasy, human behavior, and group strategies for enhancement of self-esteem within the classroom.

Attendance figures of thirty-six included representatives from the Dixie, Larkspur, Mill Valley, Reed, Ross, San Anselmo, San Rafael and Shoreline elementary school districts, and the Marin County Superintendent of Schools Office. Table 6 on the following page shows the participants' evaluation of the course.

What's Happening in Marin--A Quick Visitation Guide

This was intended as a guide that would help teachers visit exciting, innovative classrooms throughout Marin County. However, as mentioned in chapter 5, TLC members lacked sufficient interest to carry out the guide's organization, and this task was dropped altogether.

TABLE 6

Participants' Composite Evaluation of Individual Progress

Self-Esteem Workshop

CRITERIA	RESPONSES *				
	Outstanding	Very Good	Good	Adequate	Poor
1. Workshop Content	22%	36%	31%	11%	0%
2. Workshop Organization	16%	37%	36%	11%	0%
3. Instructor Competency	26%	45%	25%	0%	0%

	Completely	Partially	Not At All
4. Extent of Individual Goal Attainment	67%	33%	0%

	Yes	No	No Response
5. Would Recommend to Others	100%	0%	0%
6. Would Desire Follow-up	42%	48%	10%

7. Suggested modifications: Tailoring activities to individual needs. Lessening of the emphasis on participating reporting and sharing; more consultants. Eliminating a few of the consultants based on content, evaluation data. Increasing practical information on family and classroom counseling.

* (N=36)

Learning Theory Workshop

The learning theory workshop had two goals: first, to familiarize interested teachers with contemporary research on learning theory and its application to the classroom; and second, to rejuvenate the participants' enthusiasm about the learning process.

District participation was made up of: Kentfield--two; Larkspur--one; Marin County Schools Office--five; Mill Valley--one; San Anselmo--five; Sausalito--two; and Shoreline--two.

Table 7 on page 116 indicates the evaluation of this workshop by those in attendance.

Metric Math Workshop

The purpose of the metric workshop was two-fold. At the elementary level, the workshop was intended to familiarize kindergarten- through sixth-grade teachers with metric concepts, pedagogical techniques, and metric classroom materials. At the junior-senior high school level, the activity design was to concentrate on the importance of teaching metrics in all subject areas.

TABLE 7

Participants' Composite Evaluation of Individual Progress
Learning Theory Workshop

CRITERIA	RESPONSES*				
	Outstanding	Very Good	Good	Adequate	Poor
1. Workshop Content	35.7%	49.98%	14.28%	0%	0%
2. Workshop Organization	49.98%	35.74%	14.28%	0%	0%
3. Instructor Competency	64%	21.42	14.28%	0%	0%

	Completely	Partially	Not At All**
4. Extent of Individual Goal Attainment	57.12% 57.12%	21.42% 21.42%	7.14% 7.14%

	Yes	No	No Response
5. Would Recommend to Others	85.68%	0%	14.32%
6. Would Desire Follow-up	35.7%	0%	64.3%

7. Suggested modifications: Providing more information regarding righthemisphericity. Varying pedagogical format. Utilizing simulation games. Providing handouts on learning theory. Providing better intermission system

* (N=14)
** Remainder had no response

The TLC chairperson assumed that the TLC evaluation device had been utilized at the conclusion of both sessions, since he had contacted the coordinator about that subject just before the activity began. As it happened, no formal evaluation was conducted; however, informal evaluation techniques indicated that the course content of the elementary session had been mediocre. Since attendance at the junior-senior high session consisted of only three teacher representatives, the entire format was changed to a general metric discussion and did not warrant evaluation.

Teaching with Certainty in the Multiage Classroom

This course was designed to help teachers work with heterogeneously grouped youngsters. Class content included: methods for conducting class meetings; alternative methods for parent conferencing; classroom management; and group strategies.

Inexplicably, the TLC-adopted course evaluation instrument was not utilized. In lieu of this, a memorandum from the course coordinator was submitted to the TLC Advisory Board chairperson (Appendix CCC). Contents of the memorandum stated that all fourteen participants recommended that the course be reoffered. Suggested modifications included a greater focus on classroom management, and relationships between student and student, and between teacher and student.

In addition to the recommendation that the course be reoffered, participants' requests that the course be extended indicated that the course had been a success. The request for an extension was granted, and a second level of the course was offered during the spring of 1977.

COMPOSITE PROGRAM EVALUATION DATA RELATIVE TO ESTABLISHED PROGRAM GOALS AND OBJECTIVES*

GOALS	RELATED OBJECTIVES	EVALUATION DATA
1. To redesign, develop, and implement a functional, independent inservice framework for improving teacher performance in the classroom.	1a. To identify deficiencies of the 1975-76 TLC structure. 1b. To use identified TLC deficiency data to modify the 1975-76 structure. 1c. To relate TLC activities to teacher improvement within the classroom.	1a. 1976 TLC summer and fall meetings identified four areas that were deleterious to TLC productivity. These included: constitutional organization, evaluation processes, communication devices, and activity numbers. 1b. 1976 TLC deficiency data were used to establish specific TLC objectives for 1976-77. 1c. Extent of identified needs fulfillment and quality of course content were used to determine success of TLC inservice activities. 1d. Post-practicum data relative to pre-practicum data were used to determine teacher perception of teacher improvement within the classroom.
2. To provide a systematic process for determining the inservice needs of educational personnel within the membership schools.	2a. To identify the most effective instrument and process for data relevant to educational needs and interests. 2b. To implement the selected needs assessment instrument and process. 2c. To identify priority needs and interests that could be met in total or in part by inservice programs.	2a. By November of 1976, a needs assessment instrument and process was selected by the TLC Advisory Board. 2b. The TLC needs assessment instrument was disseminated to all membership schools in December 1976. 54% of the membership personnel returned those instruments to the TLC Advisory Board by January 1977. 2c. The TLC Advisory Board tabulated needs assessment data and determined the sixteen activities most in demand by membership personnel.

* See Sections 3, 5, and 6 for further delineation of goals, objectives, and evaluation data.

GOALS	RELATED OBJECTIVES	EVALUATION DATA
3. To coordinate available human, financial, and physical resources for the promotion of inservice activities.	3a. To assist in the coordination of resources among four or more elementary school districts.	3a. A total of nine districts remained as contributing TLC members during the 1976-77 and 1977-78 school years.
	3b. To utilize the services of the Marin County Superintendent of Schools Office for clerical chores and data dissemination.	3b. All final clerical and dissemination activities were handled by the Marin County Superintendent of Schools Office. As of June 1977, the TLC became an independent part of the County's Curriculum Department
	3c. To utilize the personnel, funds and/or facilities of membership districts.	3c. Personnel for advisory board membership and course coordination, money for course development, and/or use of facilities were contributed by all membership districts.
4. To organize and operate educational inservice programs for educational personnel in the membership districts.	4a. To establish goals and objectives for proposed inservice courses.	4a. By June 1977, identified needs of membership personnel were used as a base for goals and objectives for goals and objectives for proposed 1977-78 inservice courses.
	4b. To identify a minimum of three activities to be utilized in proposed inservice programs.	4b. By June 1977, a total of eighteen activities were scheduled for implementation during the 1977-78 school year. This included the reoffering of three activities from the 1976-77 school year.
	4c. To identify personnel needed to implement the proposed inservice programs.	4c.-4d. Proposed activity concepts were delegated to membership personnel for course development during 1976-77. Each subcommittee had the responsibility of designing, developing, and implementing designated courses for 1977-78.
	4d. To have identified activities designed, developed, and implemented by a combination of membership personnel.	

GOAL	RELATED OBJECTIVES	EVALUATION DATA
5. To assist in coordinating inservice activities within membership.	5a. To establish a master calendar of inservice activities that are scheduled for the service area.	5a. A master calendar for 1977-78 inservice activities was developed by June 1977.
	5b. To insure dissemination of information to all schools in the service area regarding inservice education activities.	5b. By June 1977, a TLC representative was identified for each membership school.
6. To develop a systematic process for evaluating the effectiveness of the TLC and its individual courses.	6a. To develop an evaluative instrument to collect data relevant to the effectiveness of the TLC.	6a. By June 1977, an evaluation instrument designed to evaluate the general effectiveness of the TLC was designed and approved by the TLC.
	6b. To establish performance criteria for all inservice activities conducted by the TLC.	6b. An instrument designed to measure the effectiveness of individual TLC activities was designed and approved by the TLC.
	6c. To implement the devised TLC evaluation instruments.	6c. The general TLC evaluation instrument was disseminated and tabulated by July 1977. Individual activity questionnaires were utilized for most TLC activities.

7. INSTITUTIONALIZATION AND FURTHER APPLICATION OF THE TLC MODEL

The primary purpose of the Marin County Teacher Learning Cooperative was to develop a professional growth and development structure to meet the identified interests and concerns of Marin County teachers, thereby contributing to the improvement of pupil performance within the classroom. This structure was formalized on an exploratory and experimental basis in January 1975, as described in Phase I of the Nova Practicum Report. During the second phase (Phase II) since its inception, the number of participating districts has expanded from three to ten, program offerings have widened from three to eighteen, and the cooperative is currently in the process of considering the development of a permanent inservice structure and site.

In addition, the TLC has become a part of the Teachers' Center Exchange of the Far West Laboratory for Educational Research and Development, a professional growth and development networking system responsible for disseminating and coordinating inservice and teacher center information. As a part of this system, the TLC was able to send one representative to Missouri and another to Connecticut in order to share and explore alternative forms of inservice with other fledgling or established center groups. As a result of the Missouri visit, the TLC became a member of the Rural Teachers' Center Exchange, a group whose specific aim was to explore and develop Teachers' Center

Exchange concepts in widespread geographical regions.

Finally, the Marin Gounty Superintendent of Schools Office has agreed to incorporate the TLC into its curricular department, guaranteeing that its status as a teacher-initiaited, -developed, and -directed inservice entity will be retained. Such incorporation will ensure that the human, financial, and physical resources that the TLC needs in order to continue as a viable, professional growth and development organization are coordinated and carried out effectively.

8. SUMMATION AND CONCLUSION

Formation of Phase I

In January 1976, a number of Marin County elementary school districts met to explore viable strategies for increasing the joint sharing of professional growth and development activities. This group convened because school revenues had decreased greatly, as a result of revisions in the California State financing system for schools that affected staff development programs deleteriously. Participating districts now realized that they, as isolated entities, no longer possessed the requisite human, financial, and/or physical resources necessary to offer their diversified faculties adequate inservice training activities, and that they needed to cooperate and coordinate resources in this particular area.

Between January 1976 and June 1977, interested districts joined together and produced the Marin County Teacher Learning Cooperative (TLC), an organization whose primary purpose was to coordinate, develop, and implement various inservice activities based upon needs assessment data obtained from teachers. By June 1976, Phase I of the TLC was completed. During the summer and early fall of that same year, TLC members conducted an evaluation of the TLC. Results indicated that while the 1976 TLC had surpassed its intended objectives, certain self-sustaining difficulties were evident that could lead to the organization's demise.

Formation of Phase II

In September 1977, Phase II of the TLC was initiated to continue to identify, develop, and implement inservice activities that would, by redesigning and restructuring the TLC concept, eliminate or diminish identified teacher weaknesses.

By June 1977, the following advances had been made: (1) five inservice activities developed by the TLC had been offered; (2) a professional growth and development needs assessment instrument had been designed and utilized; (3) a TLC constitution and bylaws had been developed and adopted; (4) TLC evaluation instruments had been redesigned and initiated; (5) eighteen new activities for 1977-78 had been designed; (6) the financial, human and/or physical services of ten districts had been procured for 1977-78; and (7) major clerical and dissemination chores had been assumed by the Marin County Superintendent of Schools Office.

Fulfillment of Goals

The data for 1976-77 indicated that in most cases, the committee's minimum goals had been satisfactorily attained and that a sound framework for teacher growth and development had been established, despite the fact that both educational funding and spending had been cut back. A number of primary factors contributed to the

success of the TLC structure.

1. Teacher participation and recognition appear to have been a major factor behind the TLC's positive growth. TLC evaluation data indicated that 96 percent of teacher respondents supported an inservice program that was teacher-developed and -operated.

2. The fact that the professional growth and development activities were based on the teachers' desires and concerns appeared to increase teacher involvement and desire for inservice. Whereas local colleges were facing declining enrollment of teachers in educational courses and subsequent cancellation of scheduled inservice activities, many of the TLC activities had reached maximum attendance and had even established waiting lists.

   The inflationary costs of college credit in contrast with reduced TLC prices was obviously a factor, but informal observations indicated that teachers appeared to express more positive attitudes about inservice prior to, during, and after activity initiation than they had in the past.

Local colleges were now turning to the TLC for course direction, rather than arbitrarily determining the teacher education curriculum themselves. The research findings of Gercheim and Cory[16] indicated that teacher acceptance and valuation of inservice education resulted from local planning and cooperation. Schwalenberg's and Lucas' findings[17] concluded that the most successful orientation programs were those that derived their basis and objectives from teacher needs and that were based on a knowledge of the teachers' backgrounds.

3. Administration's involvement in advisory and support roles, rather than in purely authoritarian positions, seemed to be a determining factor in the success of the TLC. Administrative assumptions regarding what was best for teachers' professional growth and development were no longer being made in the absence of direct teacher involvement. Moreover,

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[16] As described in Jack R. Childress, "In-Service Education of Teachers," in Encyclopedia of Educational Research, ed. R. Ebel (London: Macmillan, 1969), pp. 646-47. See footnote 6, this Report, for quote.

[17] Ibid.

in their new capacity of support personnel, administrators were recognized and respected as vital resources for curricular contacts, financial procedures, and general administrative procedures. The supporting superintendent was supremely important. Since district funding for the TLC was based on local superintendent recommendation and local school board approval, key superintendents had to support the concept fully and be responsible for continually informing peers of the TLC goals, objectives, and successes.

4. The utilization of combined economic, physical, and human personnel was essential. Because of constrained budgets, individual small elementary districts were no longer able to autonomously provide the kind of programs that the TLC could, both in terms of quality and quantity. At the February 1977 meeting of the Association of California School Administrators, Superintendent Ken Barnes of the Shoreline Unified School District informed fellow administrators that not only did he unconditionally support the TLC, but also that his district could not itself afford to provide the

important professional growth and development activities that the TLC provided. Many of his colleagues agreed with him. Moreover, the TLC's objectives and activities were now being utilized by those districts participating in California's Early Childhood Education Program as integral parts of their ECE proposals, thereby eliminating additional cost, time, and effort duplication. In addition, the use of available local personnel effectively curtailed administrative and staff costs. An analysis of the 1976-77 budget indicated that $3,027 was spent on activities, a positive cost-effective amount considering the caliber of the activities offered. The best available resource--the Marin County Superintendent of Schools Office--was used to coordinate clerical work and thus to improve the communication system. Such coordination eliminated the piecemeal approach to development and dissemination of informational materials used previously. TLC general evaluation data indicated that communication difficulties were no longer as high a concern as they had been prior to the County's assumption of those duties.

Remaining Problems and Recommended Solutions

In spite of the continued success of the TLC as a channel for professional growth and development activities, certain major concerns were still in evidence. One was the ultimate connection between TLC activities and the resolution of problems affecting the student populations of individual classrooms. Because of the tenuous position of the fledgling TLC organization relative to funding and teacher participation, the majority of the TLC Advisory Board felt that any current attempt to objectively evaluate TLC activities in relation to student progress might defeat long-range objectives. However, since this writer believes that the effectiveness of TLC activities on identifiable student progress must eventually be determined, he advocates that those objectives related to student performance be further researched and incorporated into the TLC evaluation procedures by 1978-79. Measurement devices might include a teacher response instrument indicating the extent to which the activity improved the teacher's skills and/or abilities in affecting student progress; a student response instrument indicating specific changes in the teacher's performance as a result of inservice activities; a teacher response instrument showing student performance improvement in related concepts; and/or an experimental design measuring the progress of students of those teachers who have participated in TLC activities, in relation to a control group.

In addition, further explanations of school personnel's improved performance should be available. Present evaluation data indicate the extent to which activity content and procedures have met teacher expectations. Instruments should be designed and utilized that indicated: teacher estimation of the extent to which programs increased his/her skills and/or abilities; supervisor or administrative response to evidence of improved participant performance in relation to specified inservice programs; and/or teacher response to specific improvement in his/her performance, resulting from TLC inservice activities.

A more sophisticated, highly integrated communications system is also needed. Timelines for yearly activities should be developed prior to the commencement of each TLC school year. Within these parameters, specified deadlines should be delineated for activities, information dissemination, and evaluation. The TLC Advisory Board should select one or two individuals to continually monitor the system. Such monitoring would include the ongoing random contact of individual teachers and TLC liaisons in regard to material dissemination, course development and content, and general TLC procedures.

In March 1976 the tabulated results of the first needs assessment questionnaire indicated that the establishment of a materials resource center was the highest priority of respondents (Appendix Q). The January 1976 San Anselmo Inservice Committee general background

information packet showed the TLC being housed in a permanent facility--a building or a set of rooms in which courses would be offered, ideas exchanged, educational items constructed, and professional materials displayed. It was soon determined that the establishment of such a facility was financially and politically unfeasible for 1976-77. However, the TLC's political and financial position has solidified since it expanded to ten permanent members, became an independent part of the Marin County Superintendent of Schools Office, and obtained the expressed backing of the Marin County elementary school superintendents. Therefore, the organization should once again seek and analyze viable alternatives for establishing a permanent TLC facility that would provide those services offered in the January 1976 background packet.

Another concern is the TLC's need to examine professional growth and development at the local school level. Since teachers are integral parts of a school's educational program that attempts to develop the individual youngsters within that program to their maximum social, mental, and emotional potential, certain needs inherent within that program must be identified, analyzed, and worked on by the group as a whole. The TLC has yet to address that problem, and should include it as part of its 1977-78 needs assessment.

In 1975-76, the TLC was able to develop and offer three TLC inservice courses. By 1977-78 it had expanded its offerings to a projected eighteen activities. To remain a viable institution, the TLC must continue to poll its constituents as to their needs and interests, and to offer as many qualitative activities as possible, given financial and personnel constraints. The TLC must attract those individual teachers who need the professional growth and development activities most, but who so far have not taken advantage of the services offered.

The TLC Advisory Board must not lose sight of its original objectives. As it continues to grow and look for outside funding, the TLC must remain aware that such funding is a means of attaining expressed objectives, not an objective in and of itself. A great deal of TLC time and concern is now being devoted to the procurement of additional state, federal, and private funding. However, disadvantages of an outside agency must be evaluated scrupulously in terms of expressed TLC goals and objectives. Among the disadvantages are loss of autonomy and the time spent complying with required paperwork.

Lastly, the TLC Advisory Board must not fall into the bureaucratic trap of separating itself from its constituents. As the organization has grown, it has revealed a tendency to increase its decision-making responsibilities without reflecting its entire membership.

Although teachers' general needs and interests are solicited, frequently course content has not been evaluated by teachers prior to the offering of these courses. Perhaps the increased size of the TLC precludes doing this for all activities. However, this author believes that organizational mechanisms that elicit as much teacher input as possible must be developed and put into operation.

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